

# FROM ZERO TO SB100:

## Teachers' Views on Implementation of School Discipline Reform



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## +++++ INTRODUCTION +++++

In 2015, the Illinois Legislature passed Senate Bill 100 (SB100) to create more effective student discipline practices in both district and charter public schools.<sup>1</sup> SB100 issues guidance and limitations on exclusionary discipline measures, also known as suspensions and expulsions. With SB100, lawmakers sought to address the state's wide racial disparities around exclusionary discipline which often result in student entry into the juvenile justice system. The bill's intent was to foster restorative rather than punitive disciplinary practices for students.<sup>2</sup>

Key provisions of the bill include:

1. Eliminating zero-tolerance policies, under which schools require suspension or expulsion in response to specific behaviors, regardless of context or circumstance.
2. Limiting the use of exclusionary discipline to preserve a school safety environment and not to punish students.
3. Providing, to the extent practicable, professional development on “the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally-responsive discipline, and developmentally-appropriate disciplinary methods that promote positive and healthy school climates.”<sup>3</sup>

Passage of the bill was only the starting point for systems change. As Illinois teachers and Teach Plus Teaching Policy Fellows, we wanted to learn how SB100 was implemented in schools and districts across the state and what teachers experienced as the result of the bill's implementation. Broad compliance with the bill's provisions in year one is one positive takeaway from our research. On the other hand, as is often the case with new legislation, we found that the systems and supports necessary for **effective** implementation were, in many cases, not present.

In this brief, we share the findings from our research and provide recommendations on what is needed to make a long-term and sustained change to restorative, rather than punitive, approaches in our school disciplinary systems. A strong, cohesive effort to successfully implement SB100's provisions will help to ensure that Illinois leads the nation in addressing and disrupting the school-to-prison pipeline by minimizing the excessive use of severe disciplinary measures and prioritizing the creation of safe and positive school environments.

## +++++ FINDINGS +++++

- + Over 84 percent of teachers indicated that the zero-tolerance policies were eliminated and suspensions were limited, as required by SB100.
- + Districts provided limited and unsatisfactory training to help schools and teachers implement SB100.
- + Districts abolished zero-tolerance policies and limited suspensions but often did not replace them with anything else.
- + Teachers believe that student behavior and school culture and climate have deteriorated since the implementation of SB100 because, quite frequently, nothing replaced the disciplinary consequences that were removed.

## +++++ RECOMMENDATIONS +++++

- 1 Provide thorough, mandatory professional development on SB100 and corresponding school discipline protocols.
- 2 Implement disciplinary protocols that are informed by restorative justice and trauma-informed practices.
- 3 Ensure systemic and ongoing support, accountability, and consistency for teachers as they implement new discipline protocols.
- 4 Allocate adequate funding and hold districts accountable for SB100 implementation.

## +++++ WHY SB100 WAS NECESSARY +++++

A disturbing trend served as the catalyst for SB100: In Illinois, African American students were far more likely to be suspended or expelled than white students, and at rates much higher than other states. According to the UCLA Civil Rights Project, African-American public school students in the state had a one in four chance of being suspended during the 2009-2010 school year, which was the highest rate among 47 states examined by the Project.<sup>4</sup> Data from the Illinois State Board of Education showed that during the 2014-2015 school year, 148,086 students received out of school suspensions, but that the frequency of these suspensions varied greatly by race.<sup>5</sup> One in every five black students were suspended while just one in every twenty-five white students were suspended.

Voices of Youth in Chicago Education (VOYCE), a student advocacy organization, led the effort to reform school discipline policies in Illinois. They garnered support from State Senator Kimberly Lightford (D, Maywood), who sponsored discipline reform legislation known as Senate Bill 100. "Illinois suspends proportionately more African-American students than any other state in the entire United States, and had the highest black/white suspension disparity in the country," Lightford said. "That really solidified for me the urgency to continue working on this and getting something really solid on the books."<sup>6</sup>

Illinois is not alone in reforming its discipline approach. Since 2014, the rising evidence of racial inequities in terms of exclusionary discipline has created a rapid response at the state level to actively address this issue as "more than 25 states have passed legislation to accomplish the same goal".<sup>7</sup> As more states work to reform their discipline policies and reduce the differential impact of exclusionary discipline, it is important to understand how these changes are working at the school level, and what supports are needed to ensure the success of these disciplinary reforms.

## +++++++ METHODOLOGY ++++++

### OUR RESEARCH WAS DESIGNED TO ANSWER THE FOLLOWING QUESTIONS:

- + Are schools implementing the main provisions of SB100?
- + What professional development has been offered to guide implementation of culturally-responsive practices, and to implement SB100?
- + What research-based best practices around school discipline are in place in schools?
- + How has the elimination of zero-tolerance policies changed teacher perceptions of student behavior and climate and culture of schools?

To answer these questions, we invited K-12 teachers from across the state to participate in a survey conducted between May 23rd and June 28th, 2017. The survey was distributed by Illinois Teaching Policy Fellows, the Illinois Education Association (IEA), and members of the Transforming School Discipline Collaborative.

- + 392 elementary, middle, and high school educators from small town, rural urban, and suburban areas offered their perspectives on the first year of implementation of SB100.
- + These educators represented a broad cross-section of Illinois teachers. Suburban teachers represented 44 percent of respondents, rural or small town teachers represented 31 percent of respondents, and 25 percent of respondents were from urban areas. Elementary teachers comprised 38 percent of our respondents, middle school teachers 31 percent, high school 27 percent, and the remaining four percent of teachers spanned multiple grade bands.

**FINDING 1: OVER 84 PERCENT OF TEACHERS INDICATED THAT THE ZERO-TOLERANCE POLICIES WERE ELIMINATED AND SUSPENSIONS WERE LIMITED, AS REQUIRED BY SB100.**

A large majority of teachers indicated that the provisions of SB100 related to altering discipline were being implemented in their schools: 86 percent of teachers said their schools implemented or partially implemented the elimination of zero-tolerance policies, and 84 percent of teachers said their schools

implemented or partially implemented limitations on suspensions greater than three days. Fewer teachers indicated that their schools had implemented re-entry plans, with only 62 percent of teachers saying their schools had implemented or partially implemented this provision (see Figure 1).

**FIGURE 1.** Question: “To what degree are the following provisions of SB100 being implemented in your school?”<sup>8</sup>



The Illinois State Board of Education's (ISBE) recently-released discipline data for the 2016-2017 school year corroborates the data from our survey. Last year, the first year of implementation, there were 98,043 out of school suspensions in Illinois. In the previous year, there were a total of 124,359 out of school suspensions. In one year, after the implementation of SB100, there were 26,000 fewer suspensions.<sup>9</sup> While the data from ISBE awaits further analysis, it does seem to indicate, as our survey does, that schools were implementing the policy changes required by SB100.

We also examined whether survey responses differed by the school's geographic location or grade level. There was little difference by geographic area in terms of implementing SB100's provisions.<sup>10</sup> There were differences, however, by grade level. High school and middle school teachers consistently indicated that the provisions of SB100 were being implemented with more fidelity than teachers at the elementary school level. This pattern held consistent for all four implementation areas.<sup>11</sup> We suspect the reason for this is that exclusionary disciplinary actions are much more common at the high school level, and thus the focus of implementation has been in grades 9 to 12.

**FINDING 2: DISTRICTS PROVIDED LIMITED AND UNSATISFACTORY TRAINING TO HELP SCHOOLS AND TEACHERS IMPLEMENT SB100.**

SB100 requires that school districts make “reasonable efforts to provide ongoing professional development to teachers” in areas related to student discipline: adverse consequences of exclusionary discipline, classroom management, and culturally responsive and developmentally appropriate

discipline.<sup>12</sup> The teachers we surveyed noted overwhelmingly that they were either dissatisfied with the training or that it did not occur at all. The data suggests that the training required under SB100 was either ineffective or nonexistent in the majority of Illinois’ schools (see Figure 2).<sup>13</sup>

**FIGURE 2.** Question: “How satisfied have you been with the quality of professional development your school has provided on the following topics?”  
Percent of respondents who indicated they were very satisfied or somewhat satisfied with the professional development they received on the topic:

<b>16%</b>	<b>26%</b>	<b>20%</b>	<b>23%</b>
Adverse consequences of school exclusion and justice-system involvement	Effective classroom management strategies	Culturally-responsive discipline	Developmentally-appropriate disciplinary methods that promote positive and healthy school climate

While most teachers indicated they were dissatisfied with their professional learning experiences around school discipline, a minority showed that effective training in this area is possible. The positive responses highlighted professional development which both included teacher input and was immediately applicable in the classroom. A middle school teacher in an urban district shared: “We have had several grade-level sessions to plan out developmentally-appropriate, PBIS-aligned discipline. It was satisfactory because teachers created the

*plan, instead of having one imposed on us.”* A suburban elementary teacher indicated how important ongoing support is: “The district has made it clear how important it is to be culturally-responsive due to the very diverse student population at my school. They have given us ideas to use with students and have done extensive practice with staff.” Another example can be found in Dolton Riverdale District 148, (see District Spotlight page 8) where effective training in peace circles changed how teachers relate to their students on discipline issues.

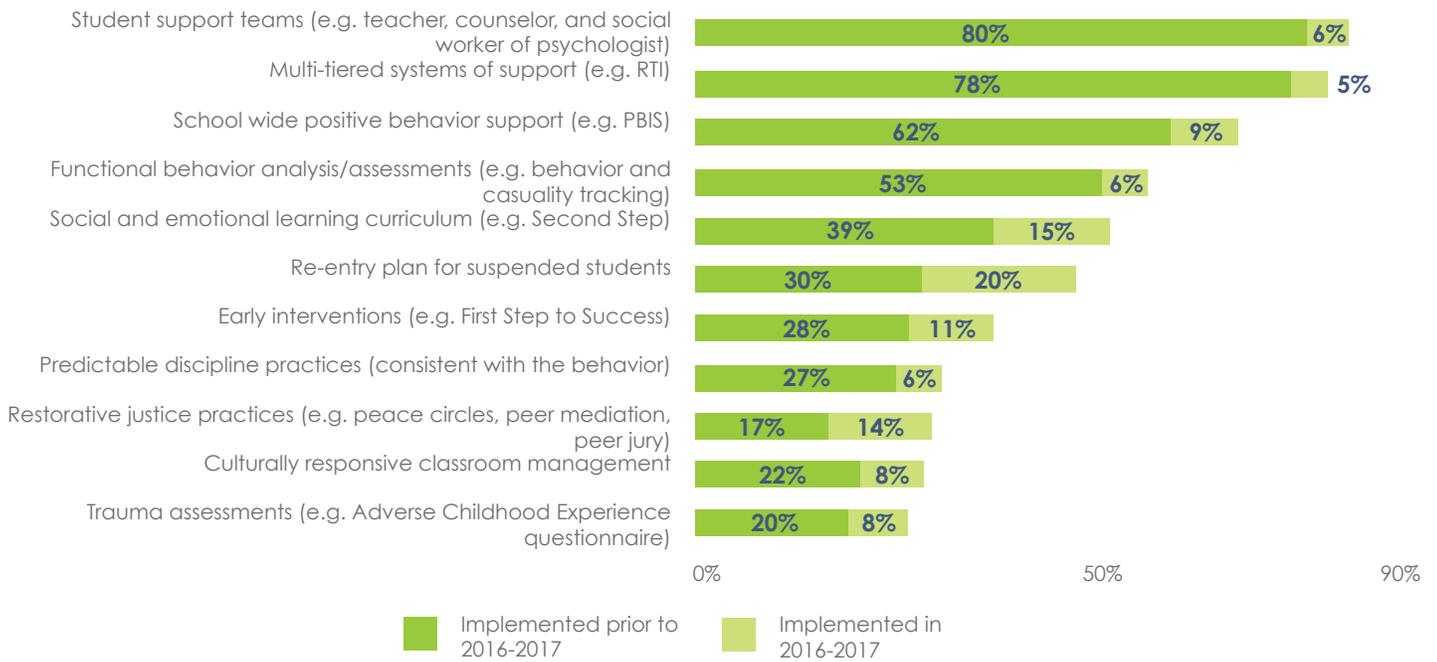
**FINDING 3: DISTRICTS ABOLISHED ZERO-TOLERANCE AND LIMITED SUSPENSIONS BUT OFTEN DID NOT REPLACE THEM WITH ANYTHING ELSE.**

Most districts have changed the language of school codes of conduct and eliminated zero-tolerances policies but have yet to substitute these policies with a new discipline structure. Teachers identified a variety of non-exclusionary disciplinary practices that were in place, but reported varying levels of

effectiveness. Many of the practices identified are preventative behavior supports, which can head off some negative behaviors but may not be effective in addressing misbehavior after it has occurred. We asked teachers to report which practices were in place in their schools, and then to comment

on their effectiveness (see Figure 3).<sup>14</sup>

**FIGURE 3.** Question: “To your knowledge, for how long have the following best practices around school discipline been in place in your school?”



Teachers indicated that the most common discipline or behavior management practices in use are student support teams, Multi-Tiered Systems of Support (MTSS) such as Response to Intervention (RTI), or schoolwide positive behavior support such as Positive Behavior Interventions and Supports (PBIS). These systems are all proven behavior approaches with strong evidence bases. Teachers

reported that schools have made modest shifts toward restorative practices. For example, 20 percent of teachers indicated their schools began to implement re-entry plans for suspended students, and 14 percent indicated their schools began to implement restorative practices such as peace circles or peer mediation.

We also asked the teachers, “To what degree do you feel the best practices (as noted above) that are in place in your school have been effective or ineffective at improving student behavior?” Teachers noted varying levels of success with the interventions. For example, some teachers saw PBIS and restorative justice as effective, while others highlighted problems with these approaches.”

- + PBIS, including behavior charts and check-in/check-out procedures.
- + Lunch, recess, and Saturday detentions.
- + Conferences with dean/administrator, student and parents.
- + Multi-tiered systems of support such as RTI.

Out of the interventions named, detention was listed most frequently and is used mainly in the middle and high school grades. PBIS and MTSS/RTI are common interventions that are used across all grade levels. Teachers listed varying levels of success with each of the interventions mentioned.

## PBIS

Due to nuances in the implementation of schoolwide discipline policies, teachers had opposing views of approaches such as PBIS or restorative practices. For example, teachers saw PBIS as both effective and ineffective, depending on its implementation. An urban elementary teacher wrote: *"PBIS has been effective schoolwide. As has RTI and intervention systems based on data."* According to an elementary teacher in a rural area: *"We are a PBIS school so desired behaviors are taught weekly and then reviewed. Students who are frequently misbehaving may use check and connect*

*to strive to reach desired behavior."* Other teachers stated that PBIS does not work well in their environment. A teacher in a city/urban high school said: *"Teachers and administrators are both involved in creating the PBIS system. However, the development has been inconsistent at best."* A rural high school teacher saw similar outcomes: *"Students tend to ignore most of the interventions like PBIS [because] they don't really care about the positive rewards. However, without any real consequences students tend to disregard any attempts to change behaviors."*

## RESTORATIVE PRACTICES

Likewise, teachers reported positive and negative experiences with cultural competence and restorative practices. Staff at Thornton Township High School report improved student behavior as a result of restorative practices (see District Spotlight page 8). Likewise, a small town high school teacher shared positive outcomes: *"Cultural competence and trauma-informed school are very effective at improving student behavior because identification of the issue is the first step in finding the solution to change*

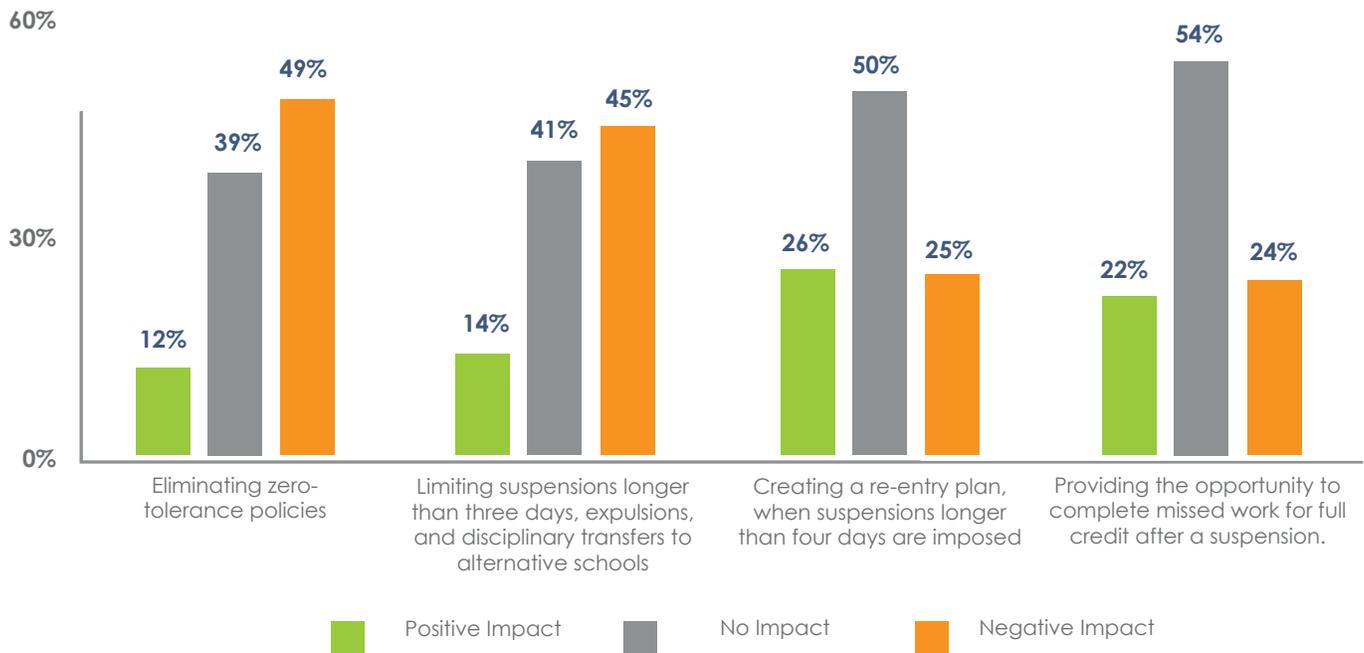
*negative behavior."* Positive results were also seen by an urban high school teacher: *"Restorative justice practices have helped students develop positive relationships with teachers. They have also maximized the time they spend in class because they are not being removed from the classroom nearly as often for behavioral issues."* By contrast, a number of teachers expressed frustration with these systems, finding them largely ineffective in their schools.

### **FINDING 4: TEACHERS BELIEVE THAT STUDENT BEHAVIOR AND SCHOOL CULTURE AND CLIMATE HAVE DETERIORATED SINCE THE IMPLEMENTATION OF SB100 BECAUSE NOTHING REPLACED THE DISCIPLINARY CONSEQUENCES THAT WERE REMOVED.**

We asked teachers how student behavior and culture and climate have changed since the implementation of SB100. We reminded teachers of the main provisions of SB100

and asked them to indicate whether they believed student behavior had improved or deteriorated in response to each provision (see Figure 4).<sup>15</sup>

**FIGURE 4.** Question: “What impact have these provisions of SB100 had on student behavior at your school?”



Nearly half of the teachers who reported their schools were eliminating zero-tolerance policies and limiting suspensions believed these changes had a negative impact on student behavior in their schools. In contrast, just over 10 percent of teachers believe these provisions have improved student behavior. Teachers feel

much less strongly about the impacts of the re-entry plan and ability to make up work, with the majority of teachers in both cases believing these changes have had no impact on student behavior. Three themes emerged to explain why teachers thought student behavior had deteriorated.

**STUDENTS CAN GET AWAY WITH MORE**

In a variety of district types and across all grade bands, teachers noted that students know they can “get away with more.” One high school teacher from a rural district commented: “It has changed the climate and culture of my school negatively. Students know that they can do things against the rules with little or no consequences.” Similarly, a middle school teacher responded: “[We have] more issues with behavior and disrespect coming from the students because they know nothing will happen to them. This has caused more disruptions in the classroom, interfering with the learning environment

of the other students.” A suburban middle school teacher shared similar thoughts: “The implementation of this bill has significantly changed the climate and culture negatively. Our staff has witnessed the student body become more combative (fights break out with more regularity), defiant, rude, and challenging towards adults.”

### THE ADMINISTRATORS' HANDS ARE TIED

Another theme which emerged in the negative responses was the idea that the administration often says their "hands are tied" when it comes to discipline, leaving teachers unsupported and with few options. A teacher from a rural high school district noted: "Administrators claim that their hands are tied in terms of discipline, and there are few - if any - punishments for moderate to serious infractions." A suburban elementary teacher

noted that: "Misbehaved students [sic] are not receiving appropriate consequences for their major infractions. Many teachers have stopped writing disciplinary referrals because it's not making any difference." Another elementary teacher succinctly summed up this common perception: "Administration seems to be "afraid" to discipline students and teachers are dealing with more frequent and severe behaviors in their classrooms."

### LACK OF NEW POLICIES OR CONSEQUENCES

A final theme which emerged in the negative responses was the lack of new policies or consequences with the implementation of SB100. Districts abolished zero tolerance policies, but often did not replace those policies with anything, creating problems in many schools. One suburban elementary teacher noted: "Behavior in students has been worse this year and I believe it's because there is a lack of follow-up consequences to behavior." An urban high school teacher echoed this idea: "Students are not held accountable for anything."

They know they will not get suspended and therefore there have been far more fights. If there were actual behavioral interventions in place to stem the tide of these things it might be worthwhile." A suburban middle school teacher also described the lack of follow-through and its effects: "In some cases, it is very frustrating because when a student returns from their suspension there is no clear behavior plan. They are allowed to make-up all missing work, but there is never a continuing behavior plan in place."

### SUCCESSFUL ALTERNATIVES TO EXCLUSIONARY DISCIPLINE

Of the respondents who either noticed no change or were unsure if there had been a change in climate, many noted that their district had already been using restorative practices and did not frequently use suspensions. Thus, the bill did not affect their practices. One such example is Roselle Middle School in DeKalb, which had begun a shift to restorative practices prior to the passage of SB100 (see District Spotlight).

Respondents who reported positive changes in climate focused on the open-mindedness of all community members and the importance of trying other avenues of problem solving. One urban elementary teacher noted: "Teachers have changed their mindset from automatically wanting students expelled to offering ideas to keep students in school while changing the targeted behavior deficiencies." A small-town high school

teacher saw positive effects all around: "[There is a] more positive school climate, staff morale boosted, more family involvement, recognition of cultural differences, recognition of personal biases." A middle school teacher in a larger city noted: "Students attempt to work it out first and acknowledge other ways of conflict resolution."

The examples of schools who thoughtfully implemented alternatives to zero-tolerance policies, as highlighted below, are important. They suggest that there is a path forward for schools to become safe, supportive learning environments without engaging in zero-tolerance discipline. For schools to make that shift, however, teachers, school leaders, superintendents, and state policymakers all have a role to play.

## +++++ DISTRICT SPOTLIGHTS +++++

### THE PEACE CENTER AT THORNTON TOWNSHIP HIGH SCHOOL

In Thornton Township High Schools District 205, Dean of Students Hanifah Ross created the Peace Center, an alternative program for general education students who have demonstrated a need for behavioral supports. Within the Peace Center, Hanifah Ross has implemented a restorative justice practice called peace circles. Prior to the implementation of peace circles there were a high number of behavioral concerns that included defiant, disruptive, and violent behaviors and low attendance.

After implementation of peace circles, Ms. Ross reported a substantial change in school culture. She attributed this positive shift to how the staff interacts with students. Ms. Ross stated that her staff is, *“Not looking at students as inmates, but [looking] at what happened to them.”* After a year, Ms. Ross noticed that students want to be at school, there are fewer disruptive behaviors and suspensions, and attendance has increased. This restorative justice practice created a school culture that allows students to be supported and heard, making the Peace Center a place where students feel welcomed.

### RESTORATIVE JUSTICE TRAINING IN DOLTON RIVERDALE DISTRICT 148

In the summer of 2016, People Engaged in Advancing Community Enrichment (PEACE) in the South Suburbs trained District 148 administrators, teachers, and paraprofessionals on restorative justice, particularly the strategy of peace circles. The decision to do so stemmed from a discussion on the effects of adverse childhood experiences during a workshop provided by the Illinois Education Association through its Partnership for Resilience initiative. Over the 2016-2017 school year, the district's out-of-school suspension rate decreased by 76 percent.

Mrs. K. Garrett, a 4th grade teacher at Washington school, stated: *“Often, we forget that our students are met with a load of social experiences that interfere with their ability to pay attention like we expect them. Our peace circle is a comfortable place for us to share our experiences in and outside of the classroom. It gives me a deeper insight into my students and their perspectives.”* Mr. P. Gant, a 6th grade teacher at Washington school, observed: *“Students feel safe and assured that when they come to our peace circle, we're there to help and not place blame or judgment.”* Finally, Ms. K.V. Calhoun, a 5th grade teacher at Park School, stated, *“Peace circles set the tone for equality and honest dialogues about who we are as educators and students and what we believe regarding education.”*

### RESTORATIVE JUSTICE IN CHAMPAIGN'S UNIT 4 SCHOOL DISTRICT

Champaign Unit School District 4 addressed the shift from punitive discipline measures to restorative practices by implementing several programs that started before SB100 became law, because of the district's commitment to social justice. Dr. Laura Taylor, the district's superintendent, noted that the district has *"a continual commitment to thoughtfully consider and actively challenge societal norms that privilege some and not others."* Over a five-year period, discipline referrals decreased by 63 percent and suspensions by 57 percent within the district.

Several emerging initiatives contributed to the reduction in referrals and suspensions. The Alternative Center for Targeted Instruction and Ongoing Support (ACTIONS) program supports students who may be struggling with behavior and academics. The district utilizes a team approach to PBIS to address

tier-leveled support for struggling students. Another strategy is the Help Everyone, Respect Others (HERO) program that students, faculty, and support staff embrace. Finally, teachers within Jefferson Middle School are using restorative chats to address student behavior. These chats occur at every level and focus on changing behavior by praising positive behavior and creating appropriate consequences for negative behavior.

Jennifer White, Jefferson Middle School teacher and Champaign Teachers Union President, emphasized the need for quality professional development, on the job support, and consistent practices among teachers and administrators in order to successfully transition away from punitive practices. She stated: *"If this is important to us, all of us, including support staff, teachers, and administrators, we need to offer support."*

### RESTORATIVE JUSTICE IN CLINTON ROSETTE MIDDLE SCHOOL, DEKALB UNIT SCHOOL DISTRICT 428

The Clinton Rosette Middle School located in DeKalb Unit School District 428 began implementing restorative justice practices before SB100 was passed. Principal Tim Vincent and teachers within the Clinton Rosette school attribute the positive shifts to key structural and programming shifts. The school created a space called "The Crow's Landing." The school's mascot is a crow, and the Crow's Landing is an acronym for "Creating Opportunities Without Suspension" This space is staffed by a paraprofessional who is known for having positive relationships with students. Instead of a traditional in-school suspension, this is a model with a clinician working to stabilize the student and a

paraprofessional working with the student on homework. In addition, the implementation of circles has been very effective within the school. Mr. Vincent reported that it has taken about four years for the staff to get comfortable with the practice, but now it is the norm. There is a common language and many teachers use circles as a kick-off to the year and a culture-setting part of class. School counselor Robin Enders noted: *"One of the things that I really like when we do a circle is that it gives kids a voice. Even if they don't get the outcome they want, in a circle, no one is in power and it's not a "gotcha" situation. Teachers have learned some really interesting things about kids in circles."*

**RECOMMENDATION 1:** Provide thorough, mandatory training on SB100 and corresponding school discipline protocols.

The majority of survey respondents indicated that there have been limited opportunities to learn about SB100, its practical implications, and what schools can and should do in place of zero-tolerance discipline policies. As our data demonstrates, many teachers have yet to receive adequate training on SB100 and

updated schoolwide plans. Teachers are also of the opinion that school leaders and district administrators alike are ill-educated on discipline alternatives. We therefore recommend the following for the school leaders, districts administrators, and state policymakers:

School Leaders	District Administrators	State Policymakers
<ul style="list-style-type: none"> <li>+ Require ongoing, discipline-centered professional development for all staff members.</li> <li>+ Provide training on culturally-responsive behavior management, classroom culture development, social emotional learning, trauma response and restorative justice for all staff members.</li> <li>+ Include the rationale for shifting towards restorative practices in the training.</li> </ul>	<ul style="list-style-type: none"> <li>+ Provide professional development for fellow district staff and school leaders on the intent of SB100 and how schools can operate under the new law.</li> <li>+ Provide comprehensive restorative justice training to all school leaders.</li> </ul>	<ul style="list-style-type: none"> <li>+ Require training in restorative justice and trauma-informed practices to supplement the elimination of zero-tolerance policies.</li> </ul>

**RECOMMENDATION 2:** Implement disciplinary protocols that are informed by restorative justice and trauma-informed practices.

Teachers who taught in schools where restorative practices were implemented often

noted their success. We recommend the following for schools and districts:

Schools	Districts
<ul style="list-style-type: none"> <li>+ Create restorative protocols such as peace circles or peer juries which occur prior to suspension.</li> </ul>	<ul style="list-style-type: none"> <li>+ Engage principals and teachers in developing a consistent, comprehensive approach to discipline, and communicate the new approach clearly to all staff.</li> </ul>

**RECOMMENDATION 3:** Ensure systemic and ongoing support, accountability, and consistency for teachers as they implement new discipline protocols.

Teachers understand the difference between policy introduction and policy implementation. In order for SB100 to have a positive long-term impact, teachers need to have an opportunity to understand the implications of the bill, evaluate the role and impact of exclusionary discipline in their

school contexts, and collaborate to create healthy school communities that keep all students in their least restrictive learning environments. Champaign's District 4 (see District Spotlight page 8) is a good example of district-level systems and structures to support restorative practices.

School Leaders	District Administrators
<ul style="list-style-type: none"> <li>+ Establish clear disciplinary guidelines, communicate them to all stakeholders, and adhere to them consistently.</li> <li>+ Include teachers in the process of developing systems and responding to behaviors.</li> <li>+ Ensure that all staff members receive ongoing support with implementation of new behavior management systems.</li> </ul>	<ul style="list-style-type: none"> <li>+ Establish a district-wide planning and support team to engage all stakeholders (e.g. teachers, administrators, parents, school board members, and students) in an effort to create a systemic approach to student discipline which employs appropriate restorative practices before moving to suspensions.</li> <li>+ Hold school leaders accountable for accurate discipline data tracking.</li> </ul>

**RECOMMENDATION 4:** Allocate adequate funding and hold districts accountable for SB100 implementation.

Teachers across the state are frustrated by the ineffective implementation of SB100. Many believe that under the new law, students are not held accountable for inappropriate behaviors and that administrators are more driven by a fear of breaking the law than

by the desire to create positive and healthy school climates. We recommend that lawmakers make necessary amendments to the law so that districts can begin to adopt appropriate restorative and non-exclusionary practices.

## State Policymakers

- + Provide funding for districts so they can afford highly-qualified staff (e.g. social workers, mental health professionals, a full time dean, psychologist) and comprehensive training. This funding could come as a line item in the state budget or in how the Illinois State Board of Education allocates its Title IV monies.
- + Hold district administrators and school boards accountable for SB100 implementation by requiring them to submit an implementation plan which includes restorative and trauma-informed practices.

## +++++ CONCLUSION +++++

SB100 goes further than any previous legislation in Illinois to address the discrimination and racial disparities in school discipline practices. Its provisions help to encourage positive, healthy school climates and students' social emotional development.

We are encouraged to know that many districts have changed the language in their codes of conduct and school leaders have eliminated zero-tolerance practices. As implementation continues, however, it is imperative that districts, school leaders, and teachers are consistently supported in their efforts to develop and maintain discipline structures that align with the new policy. The state now has an opportunity to make good on its intent to improve school climates and keep students learning in classrooms by ensuring that stakeholders move from compliance to sustainable, positive impact. We urge the legislature to provide funding and accountability for implementation, and district and school leaders to provide training and disciplinary protocols focused on restorative and trauma-informed practices.

+++++ **ENDNOTES** +++++

<sup>1</sup> See Senate Bill 100, also known now as Public Act 099-0456, <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=099-0456>

<sup>2</sup> See Rhodes, Dusty, "Illinois Issues: Rewriting the Rule Book", Illinois Public Radio, August 25, 2016. Referenced at <http://nprillinois.org/post/illinois-issues-rewriting-rule-book#stream/0> and VOYCE Project, "About SB100," referenced at <http://voyceproject.org/campaigns/campaign-common-sense-discipline/sb100/>.

<sup>3</sup> Public Act 099-0456, pp 8-9. <http://www.ilga.gov/legislation/publicacts/99/PDF/099-0456.pdf>

<sup>4</sup> Losen, Daniel J. and Gillespie, Jonathan. "Opportunities Suspended: The Disparate Impact of Disciplinary Exclusion from School." The Civil Rights Project, 2012. Accessed at <https://www.civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/upcoming-ccrr-research/losen-gillespie-opportunity-suspended-2012.pdf>

<sup>5</sup> Illinois State Board of Education. "2015 End of Year School Discipline Report." Accessed at <https://www.isbe.net/Documents/2015-eoy-student-discipline.pdf>

<sup>6</sup> Rhodes, Dusty. "Illinois Issues: Rewriting the Rule Book," NPR Illinois, August 25, 2016. Accessed at <http://nprillinois.org/post/illinois-issues-rewriting-rule-book#stream/0>

<sup>7</sup> D'Orio, Wayne. "Is School Discipline Reform Moving Too Fast?" The Atlantic Monthly, January 2018. Retrieved from <https://www.theatlantic.com/education/archive/2018/01/is-school-discipline-reform-moving-too-fast/550196/>

<sup>8</sup> Question: "To what degree are the following provisions of SB100 being implemented in your school?" (N=393)

	Fully implemented	Partially implemented	Not implemented at all	Unsure
Eliminating zero-tolerance policies (N=392)	65.1%	21.4%	4.3%	9.2%
Limiting suspensions longer than three days, expulsions, and disciplinary transfers to alternative schools (N=381)	61.7%	21.8%	7.1%	9.4%
Providing the opportunity to complete missed work for full credit after a suspension (N=383)	61.1%	18.8%	3.1%	17.0%
Creating a re-entry plan, when suspensions longer than four days are imposed (N=384)	35.4%	26.6%	14.6%	23.4%

Results may not sum to 100 percent due to rounding.

<sup>9</sup> See Illinois State Board of Education, "Expulsions, Suspensions, and Truants by District." <https://www.isbe.net/Pages/Expulsions-Suspensions-and-Truants-by-District.aspx>

<sup>10</sup> We asked teachers to identify whether they taught in an urban, suburban, or rural/town area. Using self-identified geographic markers, we saw little difference in their responses on most of the provisions. For example, 63.6 percent of urban teachers, 64.9 percent of suburban teachers, and 65.3 percent of rural/town teachers indicated that the zero tolerance provision had been fully implemented,

<sup>11</sup> When we disaggregated the data by grade band (preK-5, 6-8, and 9-12) we saw substantial differences in the zero tolerance, limiting suspension, and making for missed work provisions. For example, when asked about the implementation of the zero tolerance provision, the breakdown by grade band of teachers who responded that their schools were either fully or partially implementing the law was 92.5 percent for high school teachers, 87.5 percent for middle school teachers, and 80.8 percent for elementary school teachers. Likewise, when asked about the implementation of the limiting suspensions provision of SB100, the breakdown by grade band of teachers who responded that their schools were either fully or partially implementing the law was 87.9 percent for high school teachers, 84.2 percent for middle school teachers, and 72.3 percent for elementary school teachers.

<sup>12</sup> Public Act 099-0456, pp 8-9. <http://www.ilga.gov/legislation/publicacts/99/PDF/099-0456.pdf>

<sup>13</sup> Question: "SB100 required districts to provide ongoing professional development to teachers on key school discipline topics How satisfied have you been with the quality of professional development your school has provided on the following topics?"

	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied	Topic has not been addressed through professional development
Adverse consequences of school exclusion and justice-system involvement (N=390)	4.6%	11.8%	14.9%	13.3%	15.6%	39.7%
Effective classroom management strategies (N=389)	6.4%	19.5%	15.2%	16.2%	15.2%	27.5%
Culturally responsive discipline (N=387)	5.7%	14.5%	15.8%	13.4%	15.8%	34.9%
Developmentally appropriate disciplinary methods that promote positive and healthy school climate (N=386)	5.4%	17.4%	13.5%	14.5%	20.7%	28.5%

14 Question: To your knowledge, for how long have the following best practices around school discipline been in place in your school?

	Implemented prior to 2016-2017	Implemented in 2016-2017	Not in use
Restorative justice practices (e.g. peace circles, peer mediation, peer jury)(N=388)	17.3%	13.7%	69.1%
Early interventions (e.g. First Step to Success) (N=385)	27.8%	11.2%	61.0%
Social and emotional learning curriculum (e.g. Second Step) (N=384)	38.8%	15.4%	45.8%
School wide positive behavior Support (e.g. PBIS) (N=387)	62.0%	9.0%	28.9%
Culturally responsive classroom management, (N=384)	21.6%	8.3%	70.1%
Functional behavior analysis/assessments (e.g. behavior and causality tracking) (N=384)	53.1%	6.0%	40.9%
Predictable discipline practices (consistent with the behavior) (N=384)	26.6%	5.7%	67.7%
Multi-tiered systems of support (e.g. RTI) (N=385)(	77.9%	4.7%	17.4%
Student support teams (e.g. teacher, counselor, and social worker or psychologist) (N=380)	80.0%	5.5%	14.5%
Re-entry plan for suspended students, (N=381)	29.7%	19.9%	50.4%
Trauma assessments (e.g. Adverse Childhood Experience (ACE) questionnaire) (N=380)	20.3%	7.6%	72.1%

15 Question: What impact have these provisions of SB100 had on student behavior at your school?

N.B. Question was only asked if a teacher indicated that particular provision had been implemented or partially implemented.

	Positive Impact	No Impact	Negative Impact
Eliminating zero-tolerance policies (N=325)	12.00%	39.08%	48.92%
Limiting suspensions longer than three days, expulsions, and disciplinary transfers to alternative schools (N=313)	14.06%	40.89%	45.05%
Creating a re-entry plan, when suspensions longer than four days are imposed (N=231)	25.54%	49.78%	24.68%
Providing the opportunity to complete missed work for full credit after a suspension. (N=297)	21.89%	54.21%	23.91%

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