



Keeping Illinois Students Safe & In School

SUSPENSION AND EXPULSION

Illinois State Board of Education
Student Care Department

Katrina L. Cunningham, MEd and Monica Cole-Jackson, EdD

Equity • Quality • Collaboration • Community



Illinois Strategic Plan

Illinois has an urgent and collective responsibility to:

- Achieve educational equity
- Ensure that all policies, programs, and practices affirm the strengths that each and every child brings within their diverse backgrounds and life experiences
- Deliver the comprehensive supports, programs, and educational opportunities that students need to succeed

Equity • Quality • Collaboration • Community



Student Safe & Healthy Climate

Overseeing the STOP School Violence Grant, which provides mental health first aid training to educators, families, and others to support adolescents experiencing trauma, struggling with addiction, or dealing with a crisis.

Building the community partnership pilot program to help districts work with community partners to address all factors impacting student learning conditions with a focus on student health and well-being.

Facilitating the 21st CCLC to support after-school academic and youth development programming for students, and literacy and educational programming for families.

Monitoring school environments by administering the SEssentials and Youth Risk Behavior surveys.

Partnering with the School Safety Task Force to improve school safety and student wellness.

Partnering with organizations to support student health through the Student Health Advisory Committee, the Illinois Suicide Prevention Alliance, the Illinois Opioid Response Advisory Committee, and the Illinois Children's Mental Health Partnership.



Strategic Plan 2.1.2

BACKGROUND

Priority 1: *Student Well-Being* | All schools and their respective programs will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

ISBE's efforts regarding family engagement, student wellness, and safety are critical to the continued success of the state's students, especially in recovering from the traumatic effect of the COVID-19 pandemic.

Most of ISBE's current student wellness and safety efforts have evolved over the past decade and support community-based partnerships to address social and emotional learning (SEL) needs. ISBE is poised to provide statewide training on social and emotional learning, behavioral interventions, and trauma-informed care by leveraging federal programs, such as Student, Teachers, and Officers Preventing (STOP) School Violence;



Strategic Plan 2.1.2

2.1.2 **Support** district implementation of policy and guidance to promote students' safety and well-being, including non-discrimination and inclusion.

By end of the 2020-21 school year

ISBE will provide model policies and revise guidance on safety and well-being to include non-discrimination and inclusive practices.

By end of the 2021-22 school year

There will be a 5 percentage point reduction in suspensions and expulsions of students of color.

By end of the 2022-23 school year

There will be an additional 5 percentage point reduction in suspensions and expulsions of students of color.

Equity • Quality • Collaboration • Community



National Statistical Data

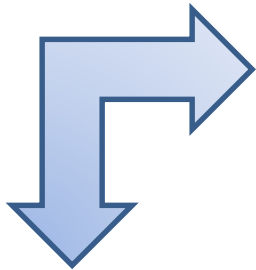
- Preschool children of color are suspended 3.6 times more than white children
- K-12 students of color are suspended 3.8 times more than white students
- Disability Students are twice as likely to be suspended more than students without disabilities

[2016-WHITE HOUSE REPORT: The Continuing Need To Rethink Discipline | whitehouse.gov \(archives.gov\)](https://www.whitehouse.gov/archives/2016-white-house-report-the-continuing-need-to-rethink-discipline/)

Equity • Quality • Collaboration • Community



Illinois Statistical Data



School Year	Discipline Action	Total Student Discipline Count	Student of Color Discipline Count	Student of Color % Of Total Discipline
2018	Expulsion	593	404	68%
2018	Suspension	287,454	208,857	72%
2019	Expulsion	377	278	74%
2019	Suspension	261,150	188,266	72%
2020	Expulsion	232	147	63%
2020	Suspension	173,176	122,049	70%

Student Discipline by Race	2018 E	2019 E	2020 E	2018 S	2019 S	2020 S
American Indian Alaska Native	0	1	0	777	788	476
Asian	3	2	1	2,062	1,809	1,443
Black Or African American	286	208	102	123,372	107,609	66,707
Hispanic	90	48	30	68,310	65,177	43,941
Multiracial	25	19	14	14,159	12,722	9,391
Native Hawaiian Or Pacific Island	0	0	0	177	161	91
White	189	99	85	78,597	72,884	51,667
Total	593	377	232	287,454	261,150	173,176

Equity • Quality • Collaboration • Community



Background Legislation

Senate Bill 100 was signed into law in January 2015 as Public Act 099-0456 (Kindergarten -12th grade)

House Bill 2663 was signed into law in August 2017 as Public Act 100-0105 (Pre-School-5 years old)

Equity • Quality • Collaboration • Community



SB 100
Public Act 099-0456
Kindergarten - 12th grade

Equity • Quality • Collaboration • Community



Educator Responsibility

- Board approved parent-teacher advisory committee
- Policy guidelines on discipline, school searches and bullying prevention
- Policy notifications to parents within 15 days of school start or student transfer
- Policy notification to students including in school time for review
- Board annual policy review

Equity • Quality • Collaboration • Community



Educator Responsibility Cont...

- Zero Tolerance as previously defined is prohibited
- Suspension & Expulsions occurs only after parent notification and conference
- Suspension maximum is 10 days from school and/or bus
- Students must be offered support services if suspended for longer than 4 days
- Expulsion can not be longer than two years

Equity • Quality • Collaboration • Community



Parent/Guardian Notification

- All suspension and expulsion must be immediately reported shall be reported immediately to the parent or legal guardian to appear at a meeting of the board, or with a hearing officer appointed by it, to discuss their child's behavior
- Such request shall be made by registered or certified mail and shall state the time, place and purpose of the meeting
- The board, or a hearing officer appointed by it, at such meeting shall state the reasons for dismissal and date on which the expulsion is to become effective
- If a hearing officer is appointed by the board, he shall report to the board a written summary of the evidence heard at the meeting and the board acts to expel a pupil, the written expulsion decision, details the specific reasons why removing the pupil from the learning environment is in the best interest of the school with specific duration of the expulsion

Equity • Quality • Collaboration • Community



Parent/Guardian Rights

- To be immediately informed of a student infraction
- To be given an opportunity to meet with school and board members
- To be provide resources for suspensions longer than four days
- To be provided resources to support their student in becoming behaviorally compliant with school code and expectations
- To know students can not be suspended for more than 10 days

Equity • Quality • Collaboration • Community



SB 100 Suspension/Expulsion Resources Kindergarten - 12th grade

- [Illinois Principals-SB100- Discipline Alternatives](#)
- [ISBE Student Care – School Discipline Resources](#)
- [ISBE- Suspension and Expulsion Reporting Requirements](#)
- [ISBE Expulsion, suspension and truancy data](#)

Equity • Quality • Collaboration • Community



HB 2663
Public Act 100-0105
Birth - 5 years old
Early Childhood Education

Equity • Quality • Collaboration • Community



Educator Responsibility

- Engage interventions: including observations, communication with parent/guardians, exhaust available resources including developmental screenings, referrals, and consultation with educational professionals
- Provide evidence that all available interventions and supports recommended by a qualified professional have been exhausted
- Determine through professional judgment that program transition is necessary
- Create an appropriate transition plan
- Maintain parent/guardian communications throughout process

Equity • Quality • Collaboration • Community



Educator Responsibility Cont...

- Prohibits removal of Early Childhood students from programs without due process (proper documentation, interventions and planned transitions)
- Ensure Early Childhood Professionals have resources needed to support children's Social and Emotional Health and to address challenging behaviors
- Early Childhood Professionals develop systems to track due process that may lead to suspensions or expulsions of early childhood students
- Any suspension and expulsion shall be reported immediately to the parent



ISBE Responsibility

- Provide grant resources that allows early childhood parental training programs for parents of children Birth to Five
- Ensure grant resources supplement and not supplant funds received from any other source
- Oversee appropriately qualified personnel are employed for early childhood parental training programs



Parent/Guardian Rights

- Any suspension shall be reported immediately to the parent or guardian of a pupil along with a full statement of the reasons
- Expulsion shall take place only after the parent/guardian have been requested to appear at a meeting with the board/hearing officer to discuss child's behavior
- Such request shall be made by registered or certified mail and shall state the time, place, and purpose
- The board shall state the reasons for dismissal and the date the expulsion becomes effective
- If the board acts to expel a pupil, the written expulsion decision shall detail the specific reasons for the removal

Equity • Quality • Collaboration • Community



HB 2663-Suspension/Expulsion Resources Birth-5 years old: Early Childhood Education

- [Early Childhood Education Resources to decrease suspension & expulsion](#)
- [University of Illinois-Chicago Report of Early Childhood Legislation](#)
- [Guidance and Challenging Behavior/NAEYCE](#)
- [Addressing Early Childhood Emotional and Behavioral Problems/AAP](#)

Equity • Quality • Collaboration • Community



Thank You

Education is for improving the lives of others and for leaving your community and world better than you found it.

~Marian Wright Edelman

If You are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people.

~Chinese Proverb

The highest result of education is tolerance.

~ Hellen Keller

Equity • Quality • Collaboration • Community



Additional Questions

For additional assistance or specific questions please contact:

- Katrina Cunningham at kacunnin@isbe.net
or
- Monica Cole Jackson at mcolejac@isbe.net