

Student Discipline

SB 100



Department of Student Services

Aimee LeBlanc

January 2018

What is SB 100?

- Public Act 99-0456
- Impacts School Board Policies- 7:190, 7:200, 7:210
- SB 100
 - Restricts ability of school districts to suspend and expel students
 - Provides new requirements when suspending or expelling students
- VOYCE
 - Students in Chicago completed action research
 - Advocated for changes in way students are excluded from school
- Implementation began in 2017

Impact of Exclusionary Discipline

- African American students were more than 30x more likely to be suspended than white students¹
- Out of school suspension in Illinois more than tripled between 1992 and 2009¹
- In 2009-10, over 1 million instructional days lost due to exclusion¹

What's New with SB 100?

- Limits the number and duration of suspensions/expulsions to the greatest extent practicable
- Emphasis on non-exclusionary discipline and use of exclusion for legitimate educational purposes
- Cannot use zero tolerance policies
- Cannot implement progressively longer suspensions for similar acts committed by same students
- Requires specific steps and procedures depending on length of exclusion
- [Reference Chart](#)

Suspensions-- 1-3 Days

- May only be used if student's presence in school poses:
 - A continued threat to school safety OR
 - A disruption to other students' learning
- School officials must take reasonable steps to minimize disruption and limit the amount of time for the suspension
- Functions similar to previous suspensions

Suspensions-- 4 Days

- May only be used if the student's presence at school:
 - Poses a threat to the safety of other students, staff or members of the school community OR
 - Substantially disrupts, impedes, or interferes with the operation of the school
- School officials must take reasonable steps to minimize the threat or disruption
- Must demonstrate that other appropriate and available behavioral and/or disciplinary interventions have been exhausted

Suspensions-- 5-10 Days

- Must meet all requirements for the 4-day suspension
 - Poses a threat to the safety of other students, staff or members of the school community OR
 - Substantially disrupts, impedes, or interferes with the operation of the school
- If available, school must provide appropriate support services to the student while he/she is suspended
- Examples:
 - Tutoring, counseling/social work services, referrals to outside resources

Expulsion

- Must meet requirements of 5-10 suspension
- Board of Education must provide specific reasons why removal is in best interest of school community
- Board of Education must provide specific rationale for expulsion
- May refer student for services and supports during exclusion

Additional Changes for all Exclusions

- Must allow students to make up all work missed during exclusion, for full credit
- Must implement a “return-to-school” plan for reintegration
- Further defines appeal rights and role of Board of Education

What Remains the Same

- Schools can still suspend up to 10 days without Board approval
- Parents must be provided with notice when a student is suspended, including reasons for suspension and right to appeal
- Student must have opportunity to hear and respond to allegations
- No change to ability to discipline students with disabilities
- Does not impact use of in-school suspension

Professional Development Requirements

- Must provide training for:
 - Teachers
 - Administrators
 - Board members
 - Staff
- Topics to cover:
 - Adverse consequences of school exclusion
 - Effective classroom management strategies
 - Culturally-responsive discipline
 - Development of disciplinary methods that prompt healthy and positive school climates

What changes for the District?

- New policies for 7:190, 7:200, 7:210, 7:220 and 7:230 were approved August 2017
- District committee for review of procedures
- New paperwork for suspensions and expulsions:
 - Administrative Procedure
 - Student Handbook Language
 - Student Disciplinary Checklist (internal document)
 - Out-of-School Suspension Letters (1-3, 4, 5-10 day letters are each different)
 - Expulsion Notification Letter

ILLINOIS EVIDENCE BASED FUNDING (ADEQUACY FORMULA)

STACEY MALLEK, ASST SUPT FOR BUSINESS/CSBO

ARLINGTON HEIGHTS SCHOOL DISTRICT 25

IL FUNDING – OLD GENERAL STATE AID (GSA) FORMULA & LOCAL PROPERTY TAXES

- STATE GSA BASED ON “FOUNDATION LEVEL”
 - FOUNDATION LEVEL IS TARGET ANNUAL MINIMUM PER PUPIL FUNDING SET BY THE STATE
 - FOUNDATION LEVEL FOR THE LAST 4 YEARS HAS BEEN \$6,116
 - STATE PRO-RATES (DISCOUNTS) GSA WHEN THEY RUN OUT OF MONEY
 - DISTRICT 25 LOCAL REVENUE IS \$6,405/PUPIL
- STATE CONSIDERS LOCAL PROPERTY WEALTH A REPLACEMENT FOR GSA FROM STATE
 - FOUNDATION; ALTERNATE; AND FLAT FORMULAE TO DETERMINE HOW MUCH GSA YOU GET
 - $\$6,116 \text{ MINUS LOCAL WEALTH} = \text{GSA } \$ \text{ PER PUPIL/PER YEAR WE GET}$
 - IN 2016-17, D25 RECEIVED \$411 PER STUDENT IN GSA UNDER THE ALTERNATE FORMULA

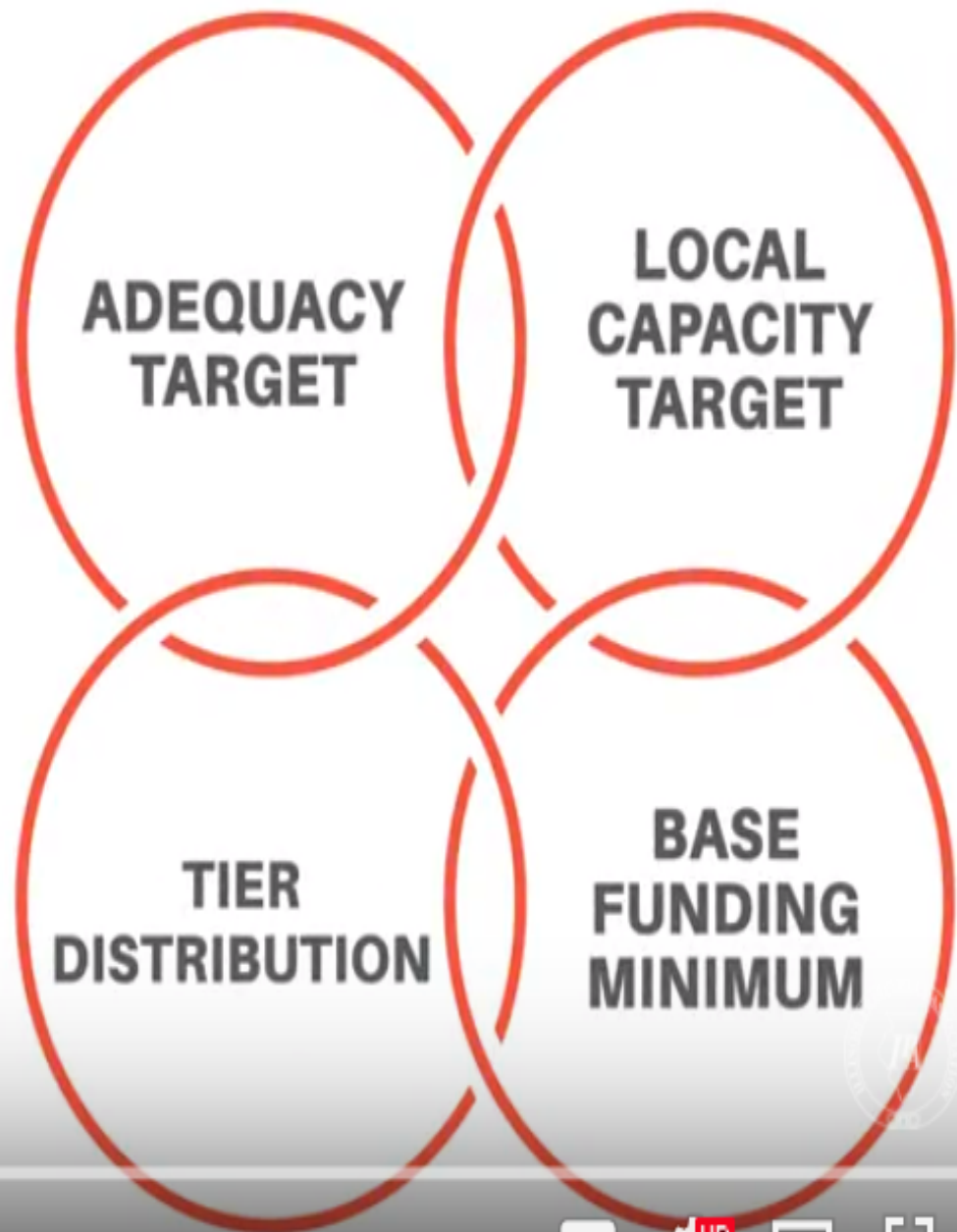
IL FUNDING – OTHER STATE FUNDS INCORPORATED INTO NEW MODEL

BESIDES GSA & SUPPLEMENTAL GSA, SEPARATE EL TPI/TBE, SPED PERSONNEL, SPED FUNDING FOR CHILDREN, AND SPED SUMMER SCHOOL GRANTS ARE ELIMINATED AS RESOURCE WILL FLOW THROUGH THE MODEL

HOLD HARMLESS PROVISION CONSOLIDATING 5 GRANTS ENSURES NO DISTRICT GETS LESS THAN THEY DID IN FY17

New Evidence Based Model for allocating GSA to Illinois Schools

Four Major Components



0:08 / 2:55





Introduction

The Evidence-Based Funding (EBF) formula performs calculations in three general stages.

- **Stage 1**: Determining the cost of educating all students, according to the defined cost factors. The result is the **Adequacy Target** for each district.
- **Stage 2**: Measuring each district's local resources for comparison to the Adequacy Target.
- **Stage 3**: Distributing additional state funds to assist districts in meeting their Adequacy Targets.

Completing the first and second stages produces a ratio that determines how far away a district is from adequate funding in Stage Three.

$$\begin{array}{|c|} \hline \text{Base Funding} \\ \text{Minimum} \\ \text{(Hold Harmless)} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{Tier Funding} \\ \text{(New Money)} \\ \hline \end{array} = \begin{array}{|c|} \hline \text{Evidence-Based Funding} \\ \text{(Total State} \\ \text{Contribution)} \\ \hline \end{array}$$

WHAT IS ADEQUACY?

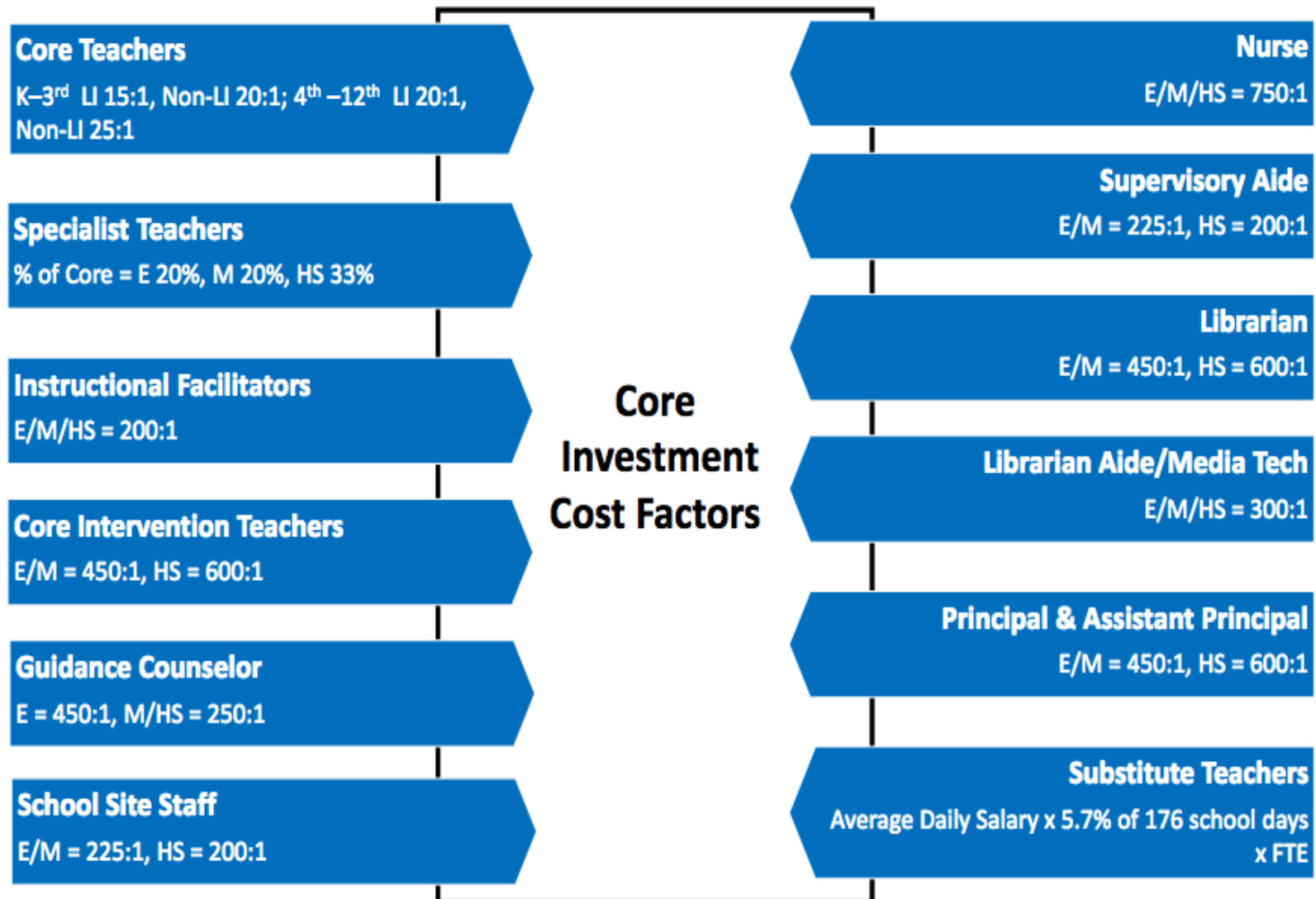
“THE COST OF NECESSARY SERVICES TO MEET THE EDUCATIONAL NEEDS OF ALL STUDENTS IN THE STATE”

NECESSARY SERVICES =
CORE INVESTMENTS
+
PER STUDENT INVESTMENTS (SUBJECT TO COMPARABLE WAGE INDEX)
+
PER STUDENT INVESTMENTS (NOT SUBJECT TO CWI)
+
ADDITIONAL INVESTMENTS

DISTRICTS FURTHEST AWAY FROM THE ADEQUACY TARGET RECEIVE THE MOST ASSISTANCE FROM THE STATE



Adequacy Target – Core Investments



Variables for Determining Base Adequacy

Prototypical School

Elementary (PK - 5)	450
Middle School (6 - 8)	450
High School (9 - 12)	600

Average Salary Variables

	Core Teachers	Guidance Counselor	Social Worker	School Psychologist	Librarian/Media Specialist	School Nurse	Principal	Assistant Principal
Elementary (K - 8) (NO PK)	\$ 60,930.00	\$ 66,850.00	\$ 66,139.00	\$ 71,185.00	\$ 67,781.00	\$ 55,832.00	\$ 104,711.00	\$ 91,500.00
High School (9 - 12)	\$ 69,484.00	\$ 76,140.00	\$ 66,139.00	\$ 71,185.00	\$ 67,781.00	\$ 55,832.00	\$ 104,711.00	\$ 91,500.00
K - 12 (SUBSTITUTE & ADDITIONAL INVESTMENT ONLY)	\$ 63,561.00	\$ 72,934.00	\$ 66,139.00	\$ 71,185.00	\$ 67,781.00	\$ 55,832.00	\$ 104,711.00	\$ 91,500.00

Assumed Salaries

	School Site Staff	Non-Instructional Assistant & Instructional Assistant (library aide, supervisory aide, library media tech)
Elementary (No PK)	\$ 30,000.00	\$ 25,000.00
High School	\$ 30,000.00	\$ 25,000.00
K - 12	\$ 30,000.00	\$ 25,000.00

CORE INVESTMENTS

	Student population types are now separated	
Class Size	Low-Income	Non Low-Income
K-3	15	20
4-12	20	25

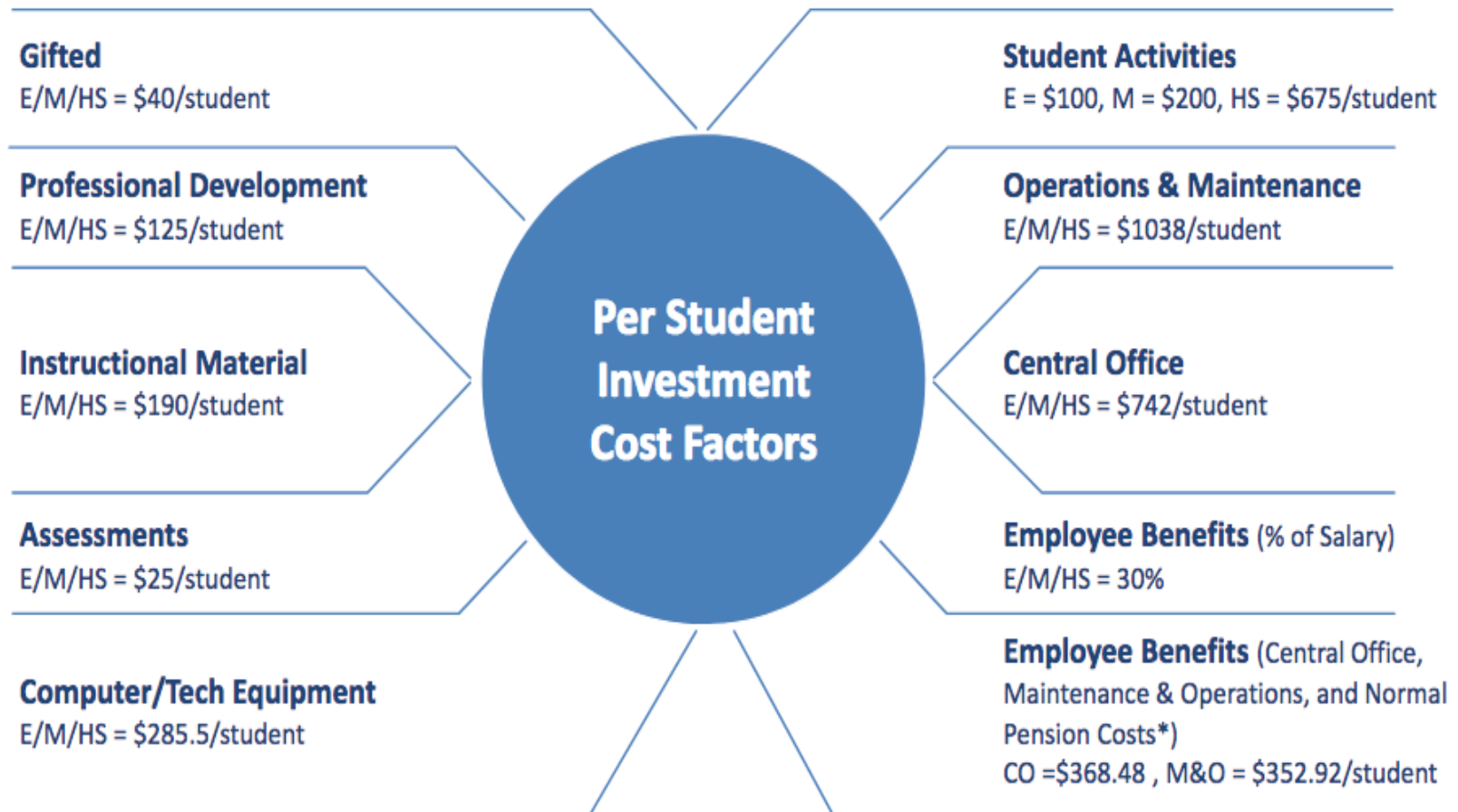
Investments

	Specialist Teachers % of Core Teachers	Instructional Facilitators Students to 1 FTE	Core Intervention Teacher (Tutor) Students to 1 FTE	Guidance Counselor Students to 1 FTE	Nurse Students to 1 FTE	Supervisory Aide Students to 1 FTE	Librarian Students to 1 FTE	Librarian Aide / Media Tech Students to 1 FTE	Principal Students to 1 FTE	Assistant Principal Students to 1 FTE	School Site Staff Students Per FTE
Elementary (PK - 5)	0.2	200	450	450	750	225	450	300	450	450	225
Middle	0.2	200	450	250	750	225	450	300	450	450	225
High School	0.3333	200	600	250	750	200	600	300	600	600	200

	Substitute Teacher Average Daily Salary (to x by determined FTE)
K - 12 Teacher	\$ 117.69
K - 12 Instructional Assistant	\$ 46.29



Adequacy Target – Per Student Investments



*Currently Normal Pension Costs only applies to Chicago Public Schools.



Adequacy Target – Additional Investments

Additional Investment Cost Factors

Low-Income

- **Intervention Teacher** (125:1)
- **Pupil Support** (125:1)
- **Extended Day Teacher** (120:1)
- **Summer School Teacher** (120:1)

English Learner

- **Intervention Teacher** (125:1)
- **Pupil Support** (125:1)
- **Extended Day Teacher** (120:1)
- **Summer School Teacher** (120:1)
- **English Learner Core Teacher** (100:1)

Special Education

- **Special Education Core Teacher** (141:1)
- **Instructional Assistant** (141:1)
- **Psychologist** (1000:1)

ADEQUACY TARGET ALLOCATIONS

- IT IS IMPORTANT TO NOTE THAT DISTRICTS WILL LOOK DIFFERENT THAN THE FORMULA BASED ON HOW THEY CHOOSE TO ALLOCATE STAFF

LOCAL RESOURCES

LOCAL CAPACITY TARGET

(FORMULA TO DETERMINE WHAT CAN BE FUNDED LOCALLY BASED ON PROPERTY WEALTH)

+

CPPRT

+

BASE FUNDING MINIMUM

(HOLD HARMLESS PROVISION CONSOLIDATING 5 GRANTS RECEIVED IN FY17:
GSA & SUPPLEMENTAL GSA, EL TPI/TBE, SPED PERSONNEL, SPED FUNDING FOR
CHIDREN, SPED SUMMER SCHOOL)

D25 LOCAL RESOURCES

Calculate Final Resources

Sum the following:

Final Adjusted Local Capacity Target	\$54,806,757.97
2014 CPPRT	+ \$1,044,657.60
Adjusted Base Funding Minimum	+ \$4,438,547.44
Total = Final Resources	= \$60,289,963.01

D25 ADEQUACY TARGET

CORE INVESTMENTS COST	\$26,825,445.37
PER STUDENT INVESTMENTS COST - SUBJECT TO CWI	\$3,841,815.70
ADDITIONAL INVESTMENTS COST	\$6,474,323.25
PER STUDENT INVESTMENTS COST - <u>NOT</u> SUBJECT TO CWI	\$20,877,377.38
ADEQUACY TARGET (BEFORE CWI/REGIONALIZATION FACTOR IS APPLIED)	\$58,018,961.71
SALARY COSTS SUBJECT TO CWI/REGIONALIZATION FACTOR	
CORE INVESTMENTS COST	\$26,825,445.37
PER STUDENT INVESTMENTS COST - SUBJECT TO CWI	\$3,841,815.70
ADDITIONAL INVESTMENTS COST	\$6,474,323.25
	\$37,141,584.32
	\$37,141,584.32
REGIONALIZATION FACTOR	1.05651
TOTAL COST SUBJECT TO CWI/REGIONALIZATION FACTOR	\$39,240,455.25
TOTAL COST SUBJECT TO CWI/REGIONALIZATION FACTOR	\$39,240,455.25
TOTAL COST <u>NOT</u> SUBJECT TO CWI/REGIONALIZATION FACTOR	\$20,877,377.38
FINAL ADEQUACY TARGET	\$60,117,832.64

D25 PERCENT OF FINAL ADEQUACY 100%

D25 FINANCIAL
RESOURCES

\$60,289,963.01

=

D25 ADEQUACY
TARGET

\$60,117,832.64

WHAT DOES IT MEAN?



Illinois State Board of Education

Determining State Contribution - Tier Funding

Once the funds available for Tier Distribution are identified, the percent of funding for each Tier is calculated. Per **EBF**, each Tier receives the percent as listed below.

Tier	% of New Funding
Tier 1	Receives 50%
Tier 2*	Receives 49% (*Includes Tier 1 and Tier 2 Districts)
Tier 3	Receives 0.9%
Tier 4	Receives 0.1%

D25 FALLS INTO TIER 4

D25 TIER 4 FUNDING WOULD BE AN ADDITIONAL \$6,271.64

BUDGET IMPACT?

<i>Program</i>	<i>A/C No.</i>	<i>FY18 Allocation</i>	<i>FY17 Allocation</i>
<i>Education fund</i>			
General State Aid	3001	4,546,091	2,171,220
Spec Ed - private facility	3100	300,652	300,652
Special Ed - funding for Children Requiring SpEd Services	3105	0	623,600
Special Ed - personnel	3110	0	1,359,672
Special Ed - summer school	3145	0	6,500
Bilingual Ed - TPI & TBE	3305	0	219,211
TOTAL		4,846,743	4,680,855
DIFFERENCE		165,888	

QUESTIONS?