

Senate Bill 100

Key Elements and Resources

The Midwest PBIS Network

January 2016

SB100 Defined:

Senate Bill 100 was passed in the Illinois Senate January of 2015. The bill seeks to address the causes and consequences of the “school-to-prison pipeline.” by **legislating disciplinary guidelines for both public and charter schools**. Senate Bill 100 explicitly requires that schools minimize exclusionary discipline practices such as suspension and expulsion, while increasing use of alternatives to suspension. Below are brief summaries of the key elements of SB100, as applicable to public schools.

1. **Elimination of “zero-tolerance” policies.**
Schools will no longer be allowed to use policies that require suspension or expulsion in response to particular student behaviors, [unless required by federal law or state code](#).
2. Suggestion to create a memorandum of understanding with local law enforcement agencies that **clearly define law enforcement’s role in schools**
3. **Tighter restrictions on the use of exclusionary discipline consequences.**
Out-of-school suspensions of longer than three days, expulsions, and disciplinary referrals to alternative schools can only be used when *all other appropriate and available disciplinary interventions have been exhausted*, not as a punishment for misbehavior.
4. Focuses on **meeting student needs** and addressing root causes of disciplinary issues. Students that are suspended out of school for longer than four days must be provided appropriate and available support services.
5. Promotes **proven disciplinary alternatives** in place of exclusionary discipline.
6. Promotes improved **professional development** for school officials and staff. Districts are recommended to provide ongoing professional development to all school officials and staff members on:
 - a. The adverse consequences of school exclusion and justice-system involvement,
 - b. Effective classroom management strategies,
 - c. Culturally responsive discipline, and
 - d. Developmentally appropriate disciplinary methods that promote positive and healthy school climates.
7. School districts must also create **a policy for re-engaging students** returning to school from suspensions and expulsions.
8. Schools are required to provide suspended students with the **opportunity to make up work** they missed for equivalent academic credit.
9. Ensures greater **transparency and accountability to parents/guardians**. Schools are required to:
 - a. Create a [parent-teacher advisory committee](#), to develop with the school board policy guidelines on pupil discipline,
 - b. Give parents/guardians more information about why their children are being excluded from school and why the particular length of exclusion was chosen.
10. **Eliminates disciplinary fines and fees.**
Students can no longer be charged monetary fines or fees as a disciplinary consequence.
11. Holds [charter schools](#) and traditional public schools to the same standards by eliminating the exemption of charter schools from school discipline regulations.

Caution

When facing significant changes to school policy and practices, district teams may feel pressure to adopt many different approaches. Research in positive behavior supports provides a foundation for implementing **real change in district practices to reduce exclusionary discipline**. Please access www.midwestpbis.org for additional resources on how PBIS can help your school achieve SB2100 goals.