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Equitable Implementation And Facilitation of Senate Bill 100 For District-Wide Student Success and Safety: A Policy Advocacy Project

Dorothy Thompson

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PROJECT TITLE

EQUITABLE IMPLEMENTATION AND FACILITATION OF SENATE BILL 100
FOR DISTRICT-WIDE STUDENT SUCCESS AND SAFETY: A POLICY
ADVOCACY PROJECT

Dorothy Thompson

Educational Leadership Doctoral Program

Submitted in partial fulfillment

of the requirements of

Doctor of Education

National-Louis University

National College of Education

National-Louis University

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NLU Digital Commons Document Origination Statement

This document was created as *one* part of the three-part dissertation requirement of the National Louis University (NLU) Educational Leadership (EDL) Doctoral Program. The National Louis Educational Leadership EdD is a professional practice degree program (Shulman et al., 2006).

For the dissertation requirement, doctoral candidates are required to plan, research, and implement three major projects, one each year, within their school or district with a focus on professional practice. The three projects are:

- Program Evaluation
- Change Leadership Plan
- Policy Advocacy Document

For the **Program Evaluation** candidates are required to identify and evaluate a program or practice within their school or district. The “program” can be a current initiative; a grant project; a common practice; or a movement. Focused on utilization, the evaluation can be formative, summative, or developmental (Patton, 2008). The candidate must demonstrate how the evaluation directly relates to student learning.

In the **Change Leadership Plan** candidates develop a plan that considers organizational possibilities for renewal. The plan for organizational change may be at the building or district level. It must be related to an area in need of improvement, and have a clear target in mind. The candidate must be able to identify noticeable and feasible differences that should exist as a result of the change plan (Wagner et al., 2006).

In the **Policy Advocacy Document** candidates develop and advocate for a policy at the local, state or national level using reflective practice and research as a means for supporting and promoting reforms in education. Policy advocacy dissertations use critical theory to address moral and ethical issues of policy formation and administrative decision making (i.e., what ought to be). The purpose is to develop reflective, humane and social critics, moral leaders, and competent professionals, guided by a critical practical rational model (Browder, 1995).

Works Cited

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ABSTRACT

The third section of the dissertation examined how three school districts equitably implemented Senate Bill 100. The districts' policies were reviewed to see how parents were involved in establishing the discipline policies and how information was communicated to the parents and students. The data for the districts highlighted the discipline and expulsion rates of students by race, gender, achievement gap, and social, economic status.

PREFACE

My policy advocacy project seeks to ensure that SB100 is implemented with the components that relate to bullying, some of the parts pertaining to discipline, developing a Parent-Teacher Advisory Committee, professional development and the need for establishing linkages with community organizations, churches, and businesses to provide resources for victims of bullying and the offenders. There is a final caveat that I would like to add to the policy. I would like to emphasize that those who have prior knowledge of someone wanting to do harm or victimize a person, and who accompany the offender to film the attack without intervening, are accessories to a crime or wrongdoing. I believe they should be held accountable as accessories to harming someone else. Filming the event does not mean that the person might or might not receive the same consequences, but there is a need to develop some form of remediation or corrective action.

Advocating for the effective district-wide implementation of SB100 would take examining components that require the involvement of parents as partners in establishing the policies related to discipline. The Parent-Teacher Advisory Committee (PTAC) is to be determined by each public and charter school. The PTAC, along with the school board or governing body of a charter school, creates policy guidelines on pupil discipline, school searches and bullying prevention (105 ILCS 5/10-20.14) (Section 27-23.7).

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SECTION ONE: VISION STATEMENT

My vision for the Policy Advocacy document reflects and demonstrates the need to include all stakeholders in conversation to improve student safety related to bullying, discipline, and connectedness within the school and community. Our students do not attend school in a vacuum. They leave home, walk through neighborhoods, and pass by many homes, apartment buildings, businesses, and organizations. As they walk through the streets, there are adults within the various buildings, shops, and stores who observe the students. These adults would notice the students go into the school buildings, but many times they do not know what takes place within the walls of the classrooms. It would appear that two separate entities exist within the same community.

The school building is located in the community, but the individuals who work there come from outside of the neighborhood. My big question is how to make the outside observers become stakeholders who can support student success and safety related to bullying and discipline. I reflected on the comments of Purinton and Azcoitia (2016), “the role of the community-focused school leader is to shape academic identity at all levels of community – an identity that is marked by the drive to further the place of academics in families, local businesses, places of worship, and so forth” (p. 7).

There have been instances where students have traveled to and from school or attended school, and they have been involved in bullying incidents. During those times onlookers and observers watch, and sometimes they record the events on their phones and post them on social media. The same individuals who video the attacks may have had prior knowledge before they started to film the event. And, there are instances where no one says anything to stop the incident or attempts to say anything to help the victim. One

of the phones or electronic devices used to film a horrific event could be used to call for help. The adults standing around may or may not intervene because of their lack of knowledge or feeling of disconnectedness from what is being observed because they are watching from inside of their businesses, buildings, and offices. One possibility would be for onlookers to contact authorities for help.

As a building administrator, I recall an instance where I was informed that a group of girls was coming to the school to “fight” one of my students immediately following the afterschool program. My security officer had left for the day, and I, along with my assistant principal and a parent, remained to make sure everyone left the building safely. So, I contacted my student’s parent to come to the school and pick up her daughter and her four other children because I did not want anyone to get hurt. Then I called the police to make sure there was no incident. I looked outside and saw a group of older students waiting with their cell phones and making noise. I recognized some of my former students and told them that they had to leave the school grounds and go home. They moved from in front of the school. But what I did not know was that they traveled to another block where they could not be observed from the school.

I intervened in that incident and was able to make sure that the student did not leave the building with her four small siblings until it was safe for them to leave. It was my responsibility to make sure that the crowd waiting outside of the school did not have an opportunity to record an incident where there was prior knowledge. It is unfortunate when someone accompanies a person or group that intends to attack another person, and they involve themselves in the incident. The associates might not do the physical or

emotional harm, but they possessed knowledge that a conflict was about to happen and came prepared to film it.

The background information provides the purpose and explanation for Senate Bill 100 (SB100):

A bill passed by the Illinois House of Representatives on May 20 will require sweeping changes in the use of punitive school discipline practices across the state. Senate Bill 100, which was approved last month in the Senate with bipartisan support, represents perhaps the most aggressive and comprehensive effort ever made by a state to address the “school-to-prison pipeline.”

SB100 prioritizes the creation of safe and orderly schools while seeking to address excessive use of the most severe forms of discipline. Under the legislation students can only be suspended, expelled or referred to an alternative school if all other “appropriate and available” alternatives are exhausted. In other words, suspensions and expulsions become the last resort, rather than the first response. (Voices of Chicago Youth in Education (VOYCE), 2014)

My policy advocacy project seeks to ensure that SB100 is implemented with the components that relate to bullying, some of the parts pertaining to discipline, developing a Parent-Teacher Advisory Committee, professional development and the need for establishing linkages with community organizations, churches, and businesses to provide resources for victims of bullying and the offenders. There is a final caveat that I would like to add to the policy. I would like to emphasize that those who have prior knowledge of someone wanting to harm or victimize a person, and who accompany the offender to film the attack without intervening, are accessories to a crime or wrongdoing. I believe they should be held accountable as an accessory to harming someone else. Filming the event does not mean that the person might or might not receive the same consequences, but there is a need to develop some form of remediation or corrective action.

Advocating for the effective implementation of SB100 would take examining components that require the involvement of parents as partners in establishing the policies related to discipline. A Parent-Teacher Advisory Committee (PTAC) should be determined by each public and charter school. The PTAC along with the school board or governing body of a charter school should create policy guidelines on pupil discipline, school searches and bullying prevention (105 ILCS 5/10-20.14) (Section 27-23.7).

Illinois currently has legislation that is designed not only to monitor how discipline must be addressed related to offenses but also to look at whether the punishment actually “fits” the infraction or is too excessive. Bullying and cyberbullying are formally included on the list of offenses. There might be instances of bullying and victimization that could be observed by adults, but they might possess limited authority or lack the knowledge or skill to intervene (Thompson, 2016).

Recommended Policy

I am not recommending a new policy, but I am advocating for the equitable implementation of Illinois Senate Bill 100 (SB100) and the components that relate to bullying at the local level. I am using the information from three different school districts to compare and emphasize SB100’s equitable implementation. The other parts that need to be elaborated are discipline, developing Parent-Teacher Advisory Committees, professional development, and the need for establishing linkages with community organizations, churches, and businesses to provide resources for victims of bullying and the offenders.

The three local school districts will support the need for the enforcement, implementation, and accountability of SB100. I would like to see the current policy

enforced equitably and justly. Also, I would like to see an enhancement to the discipline policy that addresses accomplices or accessories who have c of an event and fail to intervene. This includes active participation or involvement through physical or verbal means or by recording the occurrence.

Critical Issues to the Policy Problem

A critical issue of the policy relates to advocating to involve stakeholders in the process of supporting student success and safety related to bullying. The stakeholders are the adults interested in promoting the educational success of students. The policy problem involves ensuring that Illinois Senate Bill 100 (SB100) is implemented with the parts that relate to bullying and some of the components related to discipline. It includes developing Parent-Teacher Advisory Committees, professional development and the need for establishing linkages with community organizations, churches, and businesses to provide resources for victims of bullying and the offenders.

Training should be an avenue to ensure the effective implementation of SB100 by school districts to encourage students' success and safety. SB100 requires adults to evaluate their current policies within their Student-Parent Handbook with the assistance of a Parent-Teacher Advisory Committee. The preparation of having adults to operate differently would be a process to retool or add to the skills of those who work or are involved directly or indirectly with students.

The procedure cannot be a "one-shot" deal, where someone gives the adults information, and it is put away and not utilized. It is a process that must be worked with school and district staff in collaboration with stakeholders to make a difference in creating and developing methods to improve schools related to student safety and success

linked to bullying, discipline, and connectedness within the school and community. The training or professional development should be the catalyst to spark the change that is required to take place in schools needing to move in a different direction of a safe school within a community. It will be a process that will require all stakeholders to come together to develop, review, and discuss the changes required to improve the climate.

The training should involve the administrators who are the “leaders” in the building as well as the teachers who provide instruction, interact with the students, and model behavior. Training should include the support staff and paraprofessionals who model behavior and support education and interact with students when they are not in the classroom, the parents who work with the students at home, and stakeholders who are designated to work in the interest of students.

The process will involve tiered training that should take planning to ensure that the administrators receive the initial professional development to support everyone else in the school and school community. The goals for the training are driven by data collected from the school and the adults who work in the building. The information will help to establish realistic benchmarks that have a timeline, are measurable, and revisited by the school members and stakeholders. To better determine what is required to support the students, there is a need to examine data on bullying incidents, discipline, suspensions, and detentions. Additional data to be examined include situations involving special education students, where the most serious disruptions occur, interventions, and classroom management. The review process reveals “what’s working” and “what’s not working.” Student supports speak to the area of SB100 that indicates the need for classroom management and discipline that are culturally responsive.

The stakeholders are resources that schools and districts can use to help those who are impacted by bullying and violence that takes place within the schools and the school community. Illinois has introduced SB100 to provide guidelines for discipline and support related to those involved in bullying situations. While completing my research, my data revealed the Broward High School District experienced limited to no training for teachers, staff, parents, and students on how to adequately identify bullying and cyberbullying. It was also indicated that limited communication existed between administrators and teachers (Thompson, 2016).

Effectiveness of Policy

I envision the policy speaking to problems outlined by Voices of Youth Chicago in Education (VOYCE). I enumerate some of those problems in this subsection. For example, the current approach to school discipline has not improved school safety or academic achievement. Original research into state records has shown that, in the 2010-2011 school year, Illinois students lost over a million days due to disciplinary actions (VOYCE, 2014).

In addition, research from the Council of State Governments shows that students who are suspended or expelled become six times more likely to repeat a grade, five times more likely to drop out, and nearly three times more likely to be in contact with the juvenile justice system the next year (VOYCE, 2014). The authors also noted that these practices have not improved school safety or school quality (VOYCE, 2014).

Another problem is that there are also huge economic costs to Illinois taxpayers from current policies. The short-term costs conservatively amount to hundreds of millions every year. Additionally, because these practices are significant contributors to lowering

graduation rates and increasing incarceration rates, there are substantial long-term costs as well.

Finally, students of color are far more likely than their peers to be suspended or expelled. Racial disparities in school discipline have gotten worse over time. Illinois has some of the highest suspension rates for Black students in the country, and some of the worst Black/White racial disparities.

These problems will require a process for districts seeking to implement SB100 to not use the same techniques they have always utilized to enforce their discipline policies. The adults will have to look at their roles or reactions to the decisions they make related to discipline, parents and teachers, community resources and training to adequately develop and address policy about student misconduct and enforcement of misbehavior.

Six possible roles and reactions are enumerated below:

1. Administrators, staff, teachers, and parents should be better informed and equipped to identify and address student safety related to bullying and cyberbullying (SB100-Section 10-22.6 (c-5) - Professional Development).
2. Systems should be put in place to address the needs of students and parents impacted by bullying and cyberbullying – i.e., the victim, perpetrator, and accomplice (i.e., person(s) actively participating or involved through physical, verbal or recording the event without intervening).
3. There should be a reduction in incidences of recordings related to bullying and cyberbullying attacks, and increased intervention to reduce the “appeal” for hurting someone and putting the event on electronic media.

4. Schools should create an atmosphere where adults communicate and model tolerance through a responsive and progressive discipline process for all students.
5. Districts should maintain and implement ongoing and consistent training for administrators, teachers, staff, paraprofessionals, parents, stakeholders, and students to create change and buy-in.
6. Building school relationships and partnerships should be improved to create more significant student success, connectedness, and safety.

There is a need to train or mentor instructional and non-instructional staff to create better school-community partnership and accountability for student success and safety.

The efficient and equitable implementation of SB100 will offer alternatives to how students are being disciplined and how victims of bullying and cyberbullying are supported. To make this process truly useful, the adults – administrators, teachers, paraprofessionals, board members, parents, and stakeholders – must be on the same page and receive training. Based on research by Thompson (2016), training should be provided to administrators, teachers, staff, paraprofessionals, and parents who do not have the required skills to address student safety related to bullying and cyberbullying. The findings will be used by administrators to establish a discipline committee comprised of assistant principals and deans from the schools in the Broward High School District.

The findings from the research process should be used to open the door to greater communication among representatives – assistant principals and deans – from the various schools within the Broward High School District. Better communication is expected to create dialogue to improve the climate of the entire district. Everyone should be able to

Speak the same language about bullying and discipline to address the safety needs of students in their district.

SECTION TWO: NEEDS ANALYSIS

Sharing information about the equitable implementation and facilitation of Senate Bill 100 requires a number of components to address student success and safety. The needs analysis outlines the educational, economic, social, political, and moral and ethical processes that impact student discipline, intervention, and resources. More specifically, the educational analysis looks at educational access and discipline, and staff and stakeholders' preparedness, "aka" training. The economic analysis focuses on the cost of professional development or lack thereof, and the benefits to access resources. The social analysis examines connecting and identifying community or government resources to students in need. The political analysis highlights how local, state and international government's influence on meeting students' needs and alternatives to punitive discipline. Finally, assessment examines the moral and ethical implications of discipline versus punishment impacted the policy advocacy document.

Educational Analysis

The academic importance of students' remaining in school when they are affected by incidences of victimization or incidences in which students are the perpetrators requires adult intervention, remediation, and resources. The benefits of adult involvement will also operate outside of the regular workings of the school. VOYCE stated,

The current approach to school discipline has not improved school safety or academic achievement. Original research into state records has shown that in the 2010-2011 school year, Illinois students lost over a million days due to disciplinary actions. (Voices for Youth in Chicago Education, (VOYCE), 2014)

Students who are bullied or victimized and receive support from family and friends can be protected from failing academics, but the adverse effect of bullying causes

mental health issues among secondary school students (Rothon, Head, Klineberg, Rothon & Stansfeld, 2010). To stress the need for supporting students who come to school and do not feel safe at home and possibly at school, Milner (2015) indicated, “States, districts, and schools must more deeply understand the root causes of hazardous and troubling living conditions for students they serve” (p. 42). He further indicated that negative practices and realities can lead to physical, mental or emotional abuse, as well as other negative impacts that cause problems at school. He also mentioned students who have irregular attendance, noting that students who come to school are provided with a more significant opportunity to be successful individuals when their academic and social needs are met (Milner, 2015).

A need exists to review punishment and the social commitments of education and to restore the social contract between the schools and students who are sent to learn versus the progression of failure taking place in schools for some students. In looking at discipline and education, there is a disproportionate number of African American and Latino students who are receiving harsher punishment for infractions (Noguera, 2003). VOYCE (2014) reported,

Dalia Mena, an 18-year-old member of VOYCE from Steinmetz High School stated that, “For too long, harsh school discipline practices have contributed to the under-education and over-criminalization of young people, and especially youth of color,” said Dalia. “Illinois legislators have demonstrated that by listening to students, we can create schools where all students are valued and supported in their learning. SB100 makes Illinois go from one of the worst states when it comes to overusing exclusionary discipline, to being a national leader with a model for other states to follow. (Voices for Youth in Chicago Education, 2014)

Minority students’ social needs are not always met due to their not looking the same as those who teach them and their socioeconomic backgrounds being different.

Noguera (2003) emphasized the need to revisit the purpose of education, and mentioned the three primary functions of education: (a) sorting children based on academic ability, (b) socializing children by teaching values and norms, and (c) teaching social conventions (e.g., obedience to authority, social control). Prominence is placed on the custodial function of adults with respect to the care and movement of children (Noguera, 2003). Being mindful of the need to adequately address the educational needs of students who live in poverty, Milner (2015) emphasized, “Educators must keep the neighborhood conditions and related practices on their radar and be intentional about responding to them if real reform is to happen. ... real reform requires district- and school-levels efforts... to improve classrooms” (p. 43).

Educational Access and Discipline

Students from different communities, neighborhoods, races and socioeconomic levels arrive at school daily. Their expectations and realities for receiving an education can be different based on their race. According to VOYCE (2014),

Students of color are far more likely than their peers to be suspended or expelled. Racial disparities in school discipline have gotten worse over time. Illinois has some of the highest suspension rates for Black students in the country, and some of the worst Black/White racial disparities. (Voices for Youth in Chicago Education, 2014)

Looking at the discipline of students who harm others, deciding moments exist in schools that require a delicate balance between protecting the victim and punishing the offender. Finding support for the victims of bullying and cyberbullying is still a process. Adults with authority in schools should protect students by ensuring that they – teachers, administrators, school board members, school resource officers – receive training to help

promote the process for students' well-being (105 ILCS 5/10-20.14; Section 10-22.6 (c-5)).

In seeking to discipline the disruptive student or bully, SB100, states, “(d) The school board... with the Parent-Teacher Advisory Committee and community-based organizations, must include provisions in the ... discipline policy to address students who have demonstrated behaviors that put them at risk for aggressive behavior, including without limitation bullying” (Sec. 10-20, 14). Zero-tolerance policies or using the school-to-prison pipeline have become obsolete for students who do not follow the rules (Illinois General Assembly, 2015; U.S. Department of Education, 2013). It has been noted that some students were expelled for kicking a garbage can or talking back to an adult.

Punishment should be fair, equal, and dictated by SB100, and should be linked to a policy that is exercised in the best interests of all students. Black students are suspended and expelled three times the rate of White students (Amurao, 2013; Song, 2015; U.S. Department of Education, 2013). When students are on out-of-school or in-school suspension, they are being denied access to an education and a chance to be instructed by certified educators who should have students' best interests in mind.

Staff and Stakeholder Preparedness, “aka” Professional Development

The school and district are charged with establishing a baseline for professional development by examining what happens when discipline is not equitably and fairly implemented by teachers, staff, and administrators. Suspending or excluding students from school can have a negative impact. Milner (2015) stated, “In-school suspension in many instances is just as detrimental as out-of-school suspension because very little

learning takes place in the cell-like environment... the adult in the in-school suspension is often not a certified teacher or equipped to support student learning” (p. 122).

SB100 provides guidelines for ensuring that staff and stakeholders are prepared or trained by stating, “School districts shall make reasonable efforts to provide ongoing professional development to teachers, administrators, school board members, school resource officers, and staff” (105 ILCS 5/10-20.14; Section 10-22.6 (c-5). According to the bill, training should address (a) the adverse consequence of school exclusive 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 (105 ILCS 5/10-20.14; Section 10-22.6 (c-5).

To provide equitable instruction to meet the educational needs of all students, all stakeholders inside and outside of the school need training. Blad and Harwin (2017) stated, “Supporters of school police say incidents documented in viral videos... don’t represent the behaviors of most school resource officers. They argue that proper training and better vetting...can prevent such incidents from occurring” (p. 3). The school resource officer receives additional training to work with students, but a general law-enforcement police officer does not (Blad & Harwin, 2017).

The professional capacity of instructional and non-instructional school personnel must be developed by leaders for students’ academic success and well-being (Purinton & Azcoitia, 2016). Using formative data, collaborative teams, and high quality rigorous instructional practice and standards and objectives are recommended as ways to meet the needs of struggling students (Milner, 2015; Odden, 2012; Wagner, 2008).

The 2013 Report to the Secretary on a Strategy for Education Equity and Excellence for Each and Every Child focused on professional development and noted that,

We have raised our standards for student performance and taken on the challenge of ensuring that all students learn ... (This) put(s) new demands on teachers and require that they receive professional development that new teachers have access to expert practitioners and that team's work in new ways. (U.S. Department of Education, 2013, p. 22-23)

Administrators (e.g., superintendents, district administrators, principals and building administrators), educators (e.g., teachers and support staff), paraprofessionals (e.g., teachers' assistants, custodial worker, lunchroom staff, etc.) and stakeholders (e.g., board members, parents, and community partners) all need to be adequately trained, at their level of interaction, to assist with addressing the needs of all students. This is an ongoing, continuous process that will require school communities to reflect and communicate on what is working and what needs to improve to make sure that student success is at the forefront of what happens in the buildings.

Drago-Severson (2009) argued the need for collegial inquiry that involves two or more individuals to reflect purposely on their assumptions, beliefs, values, commitments, and convictions as part of the teaching, learning and leadership process to improve student academic success. I see the collegial inquiry process being used to bring together building staff and stakeholders to examine and dialogue on improving the school community. Each group brings their insights to create an environment that enhances instruction, improves the climate, supports teachers, addresses teaching and learning, and improves student engagement, safety and success.

Ensuring that training takes place is the beginning of improving students' well-being in schools. There is a need to strike a balance between academic demands and social supports for students in Black or predominantly minority schools. Payne (2008) mentioned "The Big Six" when talking about urban schools' instructional programs to achieve student success. These components are:

1. Protected or extended instructional time
2. Intellectually ambitious instruction
3. Professional community (teachers collaborate, have a collective sense of responsibility)
4. Academic press combined with social support
5. Program coherence (i.e., institutional focus; are we all on the same page?)
6. Teacher "quality" diagnostic ability (Payne, 2008, p. 94)

Payne's (2008) "Big Six" highlight some relevant points about the components tied to improving instruction and teacher quality, but the two key elements that stand out the most to me are linked to "professional community and academic press combined with social support." These two together offer teacher collaboration and responsibility, and social support to give the balance by having the best-skilled people who care about the students they serve. Payne (2008) added, "when children encounter classroom contexts in which they feel challenged, pushed and simultaneously supported, the results can be little short of dramatic" (p. 95).

Senate Bill 100 and Payne's "Big Six" speak to providing some of the same supports for students who are failing or falling behind. There is a need to collaborate and have a collective responsibility by involving community stakeholders as a resource/

academic press with social support. The other common areas are classroom management and culturally responsive discipline/teacher “quality” and diagnostic ability. The two go together to enhance the equitable implementation of SB100 to meet the educational and social needs of students to lessen discipline and exclusion. In addition, they improve student safety.

Economic Analysis

Preparing teachers to address the needs of all students through professional development as quoted by the equity study indicates that the nation does not spend the \$3 billion well that it currently allocates (U.S. Department of Education, 2013, pp. 22-23). SB100 stresses the need for school districts to provide teachers, administrators, school board members, school resource officers, and staff to be trained. There has to be training on effective classroom management skills, provide ongoing professional development on the consequence of school exclusive and justice-system involvement, culturally responsive discipline, and developmentally appropriate disciplinary methods that promote positive and healthy school climates. Milner (2015) emphasized that educators should have a goal to reflect on their mindset, beliefs, dispositions, attitudes, mental states, and practices that can hinder academic and social success.

VOYCE (2014) noted, there are large economic costs to Illinois taxpayers from these policies. The short-term costs conservatively amount to hundreds of millions of dollars every year. Additionally, because these practices are significant contributors to lowering graduation rates and increasing incarceration rates, there are substantial long-term costs as well.

The Cost of Professional Development or Lack Thereof

The cost of not adequately preparing professional and paraprofessional school personnel to address students' well-being through proper training has an impact on the educational process in the classroom, the climate of the school, student performance, and attendance related to exclusionary practices (Blad & Harwin, 2017; Illinois General Assembly, 2015). VOYCE (2014) reported,

The current approach to school discipline has not improved school safety or academic achievement. Original research into state records has shown that in the 2010-2011 school year, Illinois students lost over a million days due to disciplinary actions. (Voices for Youth in Chicago Education, 2014)

The lack of adequate classroom management can create a classroom environment with considerable confusion and create a setting for someone to be injured. Milner (2015) added that the price paid for disciplinary decisions to exclude students from the school by the educator and administrator can create or increase dropout and pushout rates. Also, disciplinary choices can result in increased referrals for special education, decreased student learning and test scores, and increased absenteeism. Misinformed disciplinary actions are a high price for students to pay in schools where adequate teaching, learning, and meeting students' social and emotional needs does not exist. Lack of addressing students' educational needs is the precursor to the absence of addressing the social and emotional needs of students.

Noguera (2003) suggested that "get tough" classroom discipline measures by teachers "may be producing and perpetuating" what he calls "prison-like" schools and classrooms (Noguera, 2003, p. 349). Milner (2015) stated, "In-school suspension mirrors

a prison cell more than a classroom because it excludes students from ‘regular’ society, just as prison system is designed to do” (Milner, 2015, p. 122)

When parents are incarcerated, they are not able to have access to resources that are available to those parents who are employed or active in their children’s lives. They are not able to be available to their children as a support by attending parent-teacher conferences to address concerns, encouragement or help with homework. And upon their release, some parents are not able to get and hold a job to provide resources for their children or family. The previously incarcerated parents are formally or informally inhibited from having access to employment that can provide a legitimate income for themselves and their children (Morsey, 2017).

Benefits to Accessing Resources

Resources do not come only in the form of funds but also in those things that are needed to enhance the quality of life for people. Some schools have connected with resources that are made available to parents to support their students’ success. Azcoitia and Purinton (2016) systematically worked with their school community and stakeholders – parents, businesses, organizations, health facilities, city colleges, and other groups – to provide health care, GED and ESL classes, job training, and other services to meet their needs to promote student success. The resources that are available for the students can and should be made available to assist the parents in helping their children and themselves.

Senate Bill 100 indicates schools must establish a Parent-Teacher Advisory Committee to work with the school board or governing body to develop policy guidelines for pupil discipline. If parents are involved with the school and connected with the

community, they can help identify resources and support services to benefit the school and families. Parents are allowed to assist with interventions made available for students through school or district administrators. According to the IPA Model Handbook (Illinois Principal's Academy, 2016) and SB100 (Illinois General Assembly, 2015), school officials determine what types of interventions are appropriate and available for students. The types of administrative interventions are based on the level of the offense committed by the student. There are different levels of interventions determined by school officials and tied to school or district resources:

Level I – Previous correspondence with parents or guardians about behavior, check-in/checkout, functional behavioral analysis (FIB), behavioral improvement plan (BIP), social academic instructional group (SAIG), in school suspension, out-of-school and/or other interventions and resources school.

Level II & III – Students suspended out-of-school for 4 or more days must be provided with appropriate and available support services during the period of suspension. The support services include but are not limited to counseling and academic support. Also, school districts are required to create a policy for re-engagement for students who are suspended, expelled or returning from alternative settings. (Illinois Principals Academy, 2016)

Social Analysis

Examining the social implications of not adequately addressing how students are educated and disciplined according to their race, culture, and social-economic status can have an exclusionary impact on their ability to function in society (Lindsey, Robins, & Terrell, 2009). There is a need to work towards or seek out the best interests of the students to benefit everyone (Block, 2003). Milner (2015) reported that the “practices perpetuate an inequitable status quo. ... In this way, school disciplinary practices can actually reinforce, perpetuate, and maintain prison occupancy in broader society” (p.

128). Student supports help us look at what could strengthen our students' level of success and engagement.

Connecting to Students and Identifying Resources

Student supports help to balance the school and community life of students. Schools should be places that make students feel safe physically, emotionally and socially. Purinton and Azcoitia (2016) and Block (2008) reported about “citizen-to-citizen engagement” and how it impacts the total well-being of the group. Reeves (2009) described a school that “has a clear commitment to all students, including the ‘far below basic’ students whom some schools ignore. The culture of commitment extends to all members of the school community, including not only administrators and teachers, but also to noncertified staff” (p. 128). Can you imagine the culture and climate of a school where everyone feels valued? Reeves (2009) noted, “This is a school in which custodians, bus drivers, and cafeteria workers all take pride in student success, questioning, challenging and encouraging students at every opportunity” (p. 128).

Looking within the school community outside of the classroom requires a different type of connection as described by Purinton and Azcoitia (2016) who reported, “an active and healthy academic identity exists if a student identifies as a learner and feels a close connection with an investment in the educational system” (p. 10). When the school staff and community see students as their own, they are better able to provide support and discipline; they can easily identify resources to benefit families for students' success. Senate Bill 100 recommends working with resources in the community to meet social needs, health concerns, housing issues, mental health, and social-emotional problems to give students a chance at success.

Political Analysis

Reviewing the impact of political ramifications to not addressing bullying and seeking support for the victim can create a reverse effect where the victim is punished for standing up for themselves (Coloroso, 2008). In such circumstances, the victim becomes the offender for responding to the bully and receives punishment or suspension. When the officials who provide the punishment to a student without investigating the incident, the student's educational future could be impacted and adversely affect their chances for high-quality employment and right to vote if imprisoned (Hinduja & Patchin, 2015; Noguera, 2003).

Meeting Students' Needs and Alternatives to Punitive Discipline in Illinois

Illinois State lawmakers introduced Senate Bill 100 to ensure that school staff and stakeholders received training in to address:

the adverse consequences of school exclusion and justice, effective classroom management strategies, culturally responsive discipline, and developmentally appropriate disciplinary methods that promote active and healthy school climates. (105 ILCS 5/10-20.14; Section 10-22.6 (c-5)).

Examining situations involving students should be investigated. Informed and fair discipline requires all adults to work together to establish a climate and culture that benefit all students (Thompson, 2016). Through SB100, Illinois has applied regulations to provide a uniform framework to help schools resolve and address discipline issues that include bullying and cyberbullying for elementary, secondary and charter schools. Following is a summary of how SB100 outlines the guidelines for implementing discipline:

1. School officials determine if a student's actions are a threat or disruption.
However, a school official's decision is reviewable by the school board and potentially a court of law.
2. SB100 requirements apply to disciplinary removals to alternative schools.
3. SB100 does not apply to in-school suspensions.
4. SB100 provides for students to be given a reasonable opportunity to make up all missed school work for equivalent (full) academic credit.
5. A reasonable opportunity would mean that school officials can, through policy, determine what constitutes equivalent academic credit. All students should be treated the same regarding an opportunity to make up work for equivalent academic credit.
6. Out-of-school suspensions longer than three days, expulsions and disciplinary removals to alternative schools may only be used if appropriate and available behavioral and disciplinary interventions have been exhausted.
7. School officials determine if interventions are appropriate and available.

(From Illinois Principals Academy – Exclusionary Discipline FAQ, 2016)

According to SB100, a Parent-Teacher Advisory Committee is to be developed with the school board or governing body of a charter school to create policy guidelines on pupil discipline, including searches and bullying prevention as outlined in Section 27-23.7 of this code. A copy of the policy or the "Student Discipline Policy Document or Parent/Student Handbook" is to be given to the parents or guardians of each student within 15 days after the beginning of school or within 15 days after starting classes (105 ILCS 5/10-20.14; Section 10-20.14(a)). The law has provided the structure for generating

conversation and opportunities for collaboration towards bringing schools' staff, parents, and stakeholders together to help to put resources and structures in place to increase students' success and well-being.

Moral and Ethical Analysis

Adults possess the responsibility and knowledge to stop or intervene in behavior of someone who is bullying or victimizing another student, and they must not involve themselves in encouraging the negative actions (Illinois General Assembly, 2015). The encouragement reinforces the behavior of perpetrators and gives them the perception that the victim has no value. This, in turn, implies that it is "okay" to intimidate and make racial, cultural or socioeconomic negative comments or threaten another student (Noguera, 2003).

Direction versus Punishment

Reviewing the components of the moral and ethical analysis of the policy that is being advocated, I have to look at the youth who helped to push for a law that would change how students were being disciplined. Students were fighting for the fair and equitable implementation of who was being punished. Reviewing the information from the three school districts, I was able to quickly observe those who were disciplined the most. Looking at the three local school districts, it was easy to observe those who were disciplined more often and more severely. VOYCE (2014) indicated,

The current approach to school discipline has not improved school safety or academic achievement. Original research into state records has shown that in the 2010-2011 school year, Illinois students lost over a million days due to disciplinary actions.

Research from the Council of State Governments shows that students who are suspended or expelled become six times more likely to repeat a grade, five times more likely to drop out, and nearly three times more

likely to be in contact with the juvenile justice system the next year, but research also shows that these practices have not improved school safety or school quality.

There are also huge economic costs to Illinois taxpayers from these policies. The short-term costs conservatively amount to hundreds of millions every year. Additionally, because these practices are significant contributors to lowering graduation rates and increasing incarceration rates, there are substantial long-term costs as well. (Voices of Youth in Chicago Education (VOYCE), 2014)

Looking at history and the presence of Africans in America, or now African Americans, (Waquant, 2000) stated, “there is a growing correspondence between inner-city schools and prisons, and that similarities are not an accident” (p. 108). Noguera (2003) noted, there currently exists “The tendency to punish the neediest children, especially those who are Black and Latino, occurs without conscious planning deliberate orchestration” (p. 349). Although adverse situations can happen in a family, we have to look at how we can create the needed change. Noguera (2003) reported on his visit to an elementary school, when “the assistant principal shook his head and pointed out a boy about 8 or 9 years... [and] said to me ‘Do you see that boy? There is a prison cell in San Quentin waiting for him.’ This caused Noguera to be surprised, and he asked the assistant principal, ‘Given what you know about him, what is the school doing to prevent him from going to prison?’ (Noguera, 2003, p. 342). The conversation that took place does not reveal a culture of support or direction for the student, but what seemed more disturbing was the attitude of the assistant principal in not knowing how he could help the student (Milner, 2015; Noguera, 2003).

There are those who work harder to understand and figure out what they can do to equitably address the needs of all of their students (Milner, 2010; Noguera, 2003). Milner (2010) indicated, “To achieve equity, educators provide resources, take actions, and make

decisions based on a particular context. This means it may be necessary to distribute resources based on the needs of that space” (p. 58). SB100 prioritizes the creation of safe and orderly schools while seeking to address excessive use of the most severe forms of discipline. Under the legislation, students can only be suspended, expelled or referred to an alternative school if all other “appropriate and available” alternatives are exhausted. In other words, suspensions and expulsions become the last resort, rather than the first response (Voices of Youth in Chicago Education (VOYCE), 2014).

SECTION THREE: ADVOCATED POLICY STATEMENT

The policy statement advocates for the effective and the equitable implementation of Senate Bill 100 and the components within the law that highlight areas related to bullying, some of the components related to discipline, the development of a functioning parent-teacher association committee, professional development, and the need for establishing linkages with community organizations to create greater resources for students' success.

The ability to create schools within a district that benefit students' safety would mean that everyone understands what it takes to be part of establishing a successful learning climate. To guide this section of the policy statement, I examine the three school districts' demographic data and discipline policies related to bullying to determine how Senate Bill 100 could successfully be implemented to enhance the role of adults.

While probing the discipline policies or the Student/Parent Handbook, there existed an opportunity to review what the school districts were saying to the parents and students about their rights, behaviors, and expectations. The districts' policies outline the relationship that the Board or governing bodies have with the families that exist within the school community. The policies also outline the role of the districts in meeting some of the gaps related to providing or identifying resources that can improve student success. The school districts exist within a city, but there are some school districts that exist in multiple cities. Some schools within the same district might have access to many resources within their community or town, and others do not. This may create a concern for some districts to identify and access resources within their school community to benefit their parents and guardians to enhance students' success.

The three districts that were reviewed consist of a large metropolitan school district, a medium diverse school district, and a small suburban high school district. Although the population for the three districts was different, the demographics have similarities.

Goals

The goals of the policy advocacy statement highlight the need to ensure the components of Illinois Senate Bill 100 (SB100) are equitably implemented by districts that relate to bullying, some of the parts relating to discipline, developing a functioning parent-teacher association committee, providing professional development, and the need for establishing linkages with community organizations, churches, and businesses to provide resources for victims of bullying and the offenders. To address the goals the document:

1. Examines if the school policy mentions a Parent-Teacher Advisory Committee, and whether it has a functioning role,
2. Examines the bullying policy to identify the consequences and support for the victim and offender,
3. Determines if there is any mention of opportunities for parents and staff to

4. receive training to review the discipline policies and ask questions,
5. Examines the schools' data from various state websites (ISBE, Illinois Report Card, Star Class) to establish which students are impacted by race with the most suspensions and expulsions to ascertain the need their parents to be involved as a member of the Parent-Teacher Advisory Committee, and
6. Examines if there is any mention of establishing linkages and partnership with the community.

To provide a scenario for areas selected, three schools are identified because of my previous work within the district as an administrator, research in the high school district, and the proximity of an elementary school district to my residence. Also, the three sites have similar demographics (racial make-up, poverty-levels, etc.) located in Illinois, and their information is available on their websites. The three public school districts' data that were utilized for this section are a Large Metropolitan School District (LMSD); a Medium Diverse School District (MDS), and a Small Suburban High School District (SSHSD). All information was available through public domains and retrieved from online sites. The school districts were described by size using the designations Large Metropolitan School District (LMSD), Medium Diverse School District (MDSD), and Small Suburban High School District (SSHSD).

Policies of the Three School Districts

The process began with reviewing each school districts' discipline policies as outlined in the Student-Parent Handbook (SPHK) as a guide in establishing its compliance with Senate Bill 100. SB100 requires schools to involve parents and teachers in the development of policies related to discipline. A Parent-Teacher Advisory

Committee (PTAC) is to be established by each public and charter school. The PTAC along with the school board or governing body of a charter school create policy guidelines on pupil discipline, school searches and bullying prevention (105 ILCS 5/10-20.14) (Section 27-23.7). The policies should show some evidence of how the process was implemented to include parents and teachers input in creating the discipline policy. This would mean that there should be some mention or indication within the SPHK as to whether there was input of the PTAC at the district or the school level.

The Large Metropolitan School District

The Large Metropolitan School District (LMSD) outlined the purpose of their Handbook with their discipline policy. The Handbook does not mention the role of the parents in providing support to the district's policies. There was no clear indication of the PTAC involvement in giving any input, suggestions or recommendations in the 68-page document described in the online Student and Parent Handbook. Rights and responsibilities are outlined for students, parents, teachers, and staff in the publication. The purpose of the SPHK indicated the expected behavior by students and other members of the school community, and it mentions the "instructive, corrective, and restorative approach to behavior." The SPHK started with:

Purpose – The LMSD's Student and Parent Handbook supports the schools in maintaining safe, nurturing, participatory and productive learning environments. In order to maximize learning time and promote positive behaviors, every school must establish multi-tiered systems of support for students' social, emotional and behavioral needs. This includes developing clear expectations, teaching social-emotional competencies, and fostering positive relationships among all members of the school community. LMSD is committed to an instructive, corrective, and restorative approach to behavior. If behavior incidents arise that threaten student and staff safety or severely disrupt the educational process, the response should minimize the impact of the incident, repair harm, and address the underlying needs behind student behaviors. In

accordance with the LMSD, all disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible.

A safe, welcoming, and productive school requires the support of all staff, students, and families (p. 6).

The Medium Diverse School District

The Medium Diverse School District (MDSB)'s vision stated, MDSB "is committed to creating a culture that fosters a trusting, collaborative, and equitable learning environment for all members of our school community. The mission was to "provide a well-rounded educational foundation that supports our children's academic, physical, and emotional growth; success; and commitment to others." This district serves approximately 10 schools in various towns and townships.

The Small Suburban High School District

A Small Suburban High School District (SSHSD)'s Student Handbook made mention of PTAC's role in assisting with or providing input in the preparation of the discipline policy. This is the only school district that mentioned the PTAC in their policy or Handbook at all. This district has three schools, and each one serves students from various towns. The handbook stated,

The Superintendent, with input from the Parent-Teacher Advisory Committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment. (SSHSD)

The purpose of the LMSD and the vision and mission of MDSB have roles for every individual who works and attends schools in many of the communities or towns in

their districts. The SSHSD’s policy provided a little more clarity related to the policy and the goals. There are questions related to the policies that were mentioned for each district:

1. How does everyone in the district understand what the policies mean for them, their students and the parents?
2. What can be done for those who work, attend school, and send their children to get a better understanding of what the policies mean within their districts?
3. What is being done to help everyone understand what they are supposed to do and how are they supposed to perform their roles need answers?

The answers to these questions indicated how much involvement the parents and teachers had in forming the goals and determined if there was a need to establish a PTAC that could help answer questions about the policy.

Examining the Three Districts’ Bullying Policies

Each District listed bullying in their Student-Parent Handbook or on their website.

The districts began with an initial statement about their goals and objectives for their discipline policy.

The Large Metropolitan School District – Bullying Policy

The Large Metropolitan School District (LMSD) has nine pages for the Bullying Policy, and I examined the “Purpose” and “Scope” that indicated:

Purpose

The Illinois General Assembly has found that a safe and civil school environment is necessary for students to learn and achieve and that bullying causes physical, psychological, and emotional harm to students and interferes with their ability to learn and participate in school activities. Bullying has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, using drugs and alcohol, sexual harassment, and violence. It is the goal of the LMSD’s Board is to create a learning environment in all

its school communities where students are protected from bullying so, they feel safe and supported in their efforts to succeed academically and develop emotionally into responsible, caring individuals.

The Board asks every LMSD student, with the support of his/her parent(s), guardian(s) and the adults at the school, to commit to the following principles, which will apply to everyone on school property and at school-related activities:

- I will not bully others.
- I will try to help anyone I suspect is being bullied.
- I will work to include students who are left out.
- If someone is being bullied, I will tell an adult at school and an adult at home.

Scope

Bullying is contrary to Illinois law, and this Policy is consistent with the Illinois School Code. This Policy protects LMSD's students against bullying and harassment on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. The Board recognizes the particular vulnerability of students with actual or perceived disabilities and those who identify as or are perceived to be lesbian, gay, bisexual or transgender. Nothing in this Policy is intended to infringe upon any expression protected by the First Amendment to the United States Constitution or Section 3 of Article I of the Illinois Constitution.

This Policy is based on the engagement of a range of school stakeholders, including students and parents/guardians. The Board or its designee will re-evaluate this Policy every two (2) years based on an assessment of its outcomes and effectiveness, including, but not limited to, factors such as the frequency of victimization; student, staff and family observations of safety at school; identification of areas of a school where bullying occurs; the types of bullying utilized; and bystander intervention or participation. The information developed was made available on the District's website. (pp. 32-33)

The goals and objectives of the LMSD were followed with more directions for administrators, teachers, students, and parents, but it did not include clear directions. The section on their Bullying Policy for the Student-Parent Handbook provided nine pages of

the 68-pages of the document that described offenses, discipline or consequences, but there was no clear indication that the PTAC provided input in creating or developing the document. Although there was mention of stakeholder engagement involving students and parents, there was no clear indication of what that actually means and how parents and staff are engaged. The SPHK was a lengthy document that could confuse a parent whose child is the victim or offender of bullying. It could also complicate the procedure for the teacher or administrator who has to use the document for discipline purposes.

The Student-Parent Handbook did provide information about the school level – principal, disciplinarian, or district – Compliant Managers. The SPHK recommended that parents contact Compliant Managers with any additional questions or concerns after a decision was made about a discipline issue.

The Medium Diverse School District (MDSD) - Bullying Policy

The MDSD did not have a Student-Parent Handbook. There was information online about the district’s bullying policy. Also, there was information on how parents could volunteer in the district. There was information about parent involvement and training. Their Bullying Policy was four pages long and included the Compliant Managers for the schools and the district.

The Bullying Policy

The following school district policies address bullying: 7:20, Harassment of Students Prohibited, and 7:180, Prevention of and Response to Bullying, Intimidation and Harassment. The policies are available in PDF format below. 7.20, Harassment of Students Prohibited 7.180, Prevention of and Response to Bullying, Intimidation, and Harassment Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District Complaint Manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the

District Complaint Manager or any staff member. Anonymous reports are also accepted. (Policy 7.20) Principals and Assistant Principals serve as Complaint Managers for their buildings. Please see your school's homepage or the student handbook for contact information (Online Bullying Policy).

The Small Suburban High School District (SSHSD) – Bullying Policy

The SSHSD had a Student-Parent Handbook; the information could be viewed and available online. There was specific information about the PTAC and their involvement in creating policy. In searching for the Bullying Policy for the SSHSD, only one paragraph was found for this district. I will describe the goals and objectives for the district and follow with the one paragraph that mentions bullying.

The goals and objectives of this policy provide effective discipline practices that:

- (1) Ensure the safety and dignity of students and staff;
- (2) Maintain a positive, weapons-free, and drug-free learning environment;
- (3) Keep school property and the property of others secure;
- (4) Address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and
- 5) Teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society (Student-Parent Handbook, p. 1)

The Anti-Bullying Paragraph

Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct (Student-Parent Handbook, p. 6)

This anti-bullying statement was similar to the one used by the MDSD, although it showed four pages total for the Bullying Policy. I could not retrieve a copy at the time of writing this policy statement.

The information about the discipline policies from the three districts helped to provide insight on whether or not there was documentation indicating the implementation or the fulfillment SB100 requirements. Only one district provided evidence of having a Parent-Teacher Advisor Committee in their discipline policy. This would mean that the LMSD and MSSD might or might not have a PTAC, but with the absence of seeing it written in their discipline policy, it does not exist.

The labels “Bullying” and “Bullying Prevention” were visible in the LMSD and MSSD’s SPHK. The SSHSD combined their Bullying policy with other forms victimization – hazing or any kind of aggressive behavior that does physical or psychological harm to staff or student. They also mentioned that encouraging other students to engage in harmful offenses was prohibited. This school district combined almost every area violence, victimization, and intimidation, psychological or physical harm into this one paragraph. I am not sure why the high school district combined all of the offenses together. I could see that there is no clear definition of bullying.

In terms of the amount of information, some people had nine pages of a complicated document related to bullying and another had four pages. The final school had only one paragraph. Would that mean that more pages meant there was better understanding of the policies and clarification, or does it mean the opposite? It is important that student safety was emphasized as critical, and inviting parents and teachers

to the table to provide input in creating and understanding the policies is crucial for student learning.

Objectives

Establishing the objectives for the policy advocacy document focused on reviewing data to compare the demographics of the three schools related to enrollment, racial diversity, low income, homeless, English language, attendance, mobility, chronic truancy, IEP's, achievement gap, and five essentials. The data emphasized how the effective and equitable implementation of SB100 could improve student success through PTAC's, professional development, and access to resources for student.

The three districts' information on discipline was shown by race and gender to highlight suspensions (in- and out-of-school), expulsions, and arrests. The data were used to compare schools and student population by race to reveal a disconnect between the discipline policies that exist within the districts and the need to ensure equitable implantation and inclusion of the PTAC to address some of the disparities that exist with disciplining one race versus other races within the various district. It appears that the comparison shows a notable difference exists in the LMSD.

The demographics for two of the districts are similar, but one was very diverse. The data established the framework and overview for the need to have input from those who send their children to school and those who provide instruction. The numbers showed the variation in the number of students by race. Within the racial makeup, the socio-economic status was identified. Two other areas that were highlighted by the schools were the chronic truancy rate and the achievement gap. This information is provided in Table 15.

Table 15
Demographics for the Three School Districts

	LMSD	MDSB	SSHSD
Enrollment	392,051	3,735	5,172
Racial Diversity	Percentages	Percentages	Percentages
Hispanic	46.1	59.9	10
African American	38.9	23.1	87
White	9.7	15.1	1.4
Asian	3.7	N/A	4
Low Income - %	83.9	87	65.9
Homeless - %	4	2	2
English Language (English not home language) - %	17.8	25	4.9
Attendance - %	94	95	92
Mobility - %	19	11	14
Chronic Truant-%	31.7	7.7	13.4
IEP - %	14.4	16.2	19.2
5 Essentials - %	98	N/A	66
Achievement Gap - %			
African American to White	37	18	26
Hispanic to White	28	14	19
African American to Hispanic	8	4	9
Male to Female	8	5	10

*Data Retrieved from Illinois Report Card 2015 and Star class

The data reveal that Hispanic students are the largest populations in two of the districts, and African Americans reflect the largest population in one district. The socio-economic status was approximately the same in two of the districts. An area that stands

out for two of the districts was the chronic truant data that indicates the LMSD at 31.7% or 124,280; it compares to one-third of the student population. The SSHSD had a chronic truancy rate of 13.4% or 693 that compares to approximately 34% of student the population. The MDSD, with a chronic truancy rate of 7.7% or 287 students, compares to approximately 12% of the population.

The final piece of data from the “Demographics for the School Districts” noted is the large achievement gaps between African Americans and White students at 37% and African American and Hispanic students at 8%. The student population for African Americans in the LMSD is 152,508, and the number of White students is 38,029. The student population of Hispanic students is 180,731. The achievement gap between African Americans and their counterpart in school in the LMSD does not show equity in instruction. The achievement gaps between African Americans and White students and African American and Hispanic are 18% and 4% and 26% and 9% respectively for the MDSD and SSHSD. The achievement gaps between Hispanic and White students is 28%, 14%, and 19% respectively for the three districts. A deficit exists with the achievement gap between minority and non-minority students. Table 16 shows this information.

Table 16
Suspensions and Expulsions

	LMSD	MDSB	SSHSD
Suspensions (In- and Out-of-School)	55,270	19	79
Hispanic	25%	N/A	N/A
African American	71%	N/A	N/A
White	3%	N/A	N/A
Male	N/A	N/A	76%
Female	N/A	N/A	124%
Expulsions	329	N/A	N/A
Hispanic	22%	N/A	N/A
African American	77%	N/A	N/A
White	1%	N/A	N/A
Male	N/A	N/A	N/A
Female	N/A	N/A	N/A

*Data Retrieved from Illinois Report Card 2015 and Star Class

The search for the data related to suspensions and expulsions was difficult, but, eventually, I found sources from the state and national websites that had similar data that was needed to compare the districts. The data reflected the racial composition of the student body, and it identified the disproportionate number of students who were enrolled in the school district in comparison to the number who suffer from suspensions and expulsions. The “Suspension and Expulsion” chart revealed that the number of African American students who are suspended would indicate that their parents should be part of the policy-making process, or they should at least be provided with an opportunity to receive training on the discipline policy.

Through review of the data, there were some alarming phenomena that were highlighted related to African American students and suspensions in the Large Metropolitan School District. The district boasted a population of almost 400,000 students or 392,508 students. The largest populations represented Hispanic students at 46.1% or 180,731 students. The African American student population was the second largest at 38.9% or 152,508 students. White students were 9.7% of the student population at 38,029 students, and Asians represented 3.7% or 14,505 students.

There appears to be a “disconnect.” There is an absence of equity and efficacy when the application of discipline is applied. Lipman (1998) stated, “All of the students identified by teachers as ‘problems’ were African American. However, the teachers assiduously avoided discussions of race and racial identification” (p. 112).

An examination of the data revealed that there were 39,828 African American students suspended during the year of the study. The number is larger than the number of White students enrolled in the LMSD. Information in the graph indicated, of the 55,270 students who were suspended in during that year, 72% or 39,288 students were African Americans. The remaining 28% of the students reflected 25% Hispanic and 3% White. The number almost mirrored what Lipman indicated from her study about some teachers’ perceptions of African American students.

I will now focus on expulsions. The expulsions paint a similar picture of the students who were expelled in the LMSD. There were 329 expulsions, and that number showed African American students represented 76% or 253 expulsions. Hispanic students represented 22% or 73 expulsions, and White students made up the remaining 2% or 2

expulsions. Expelled students were removed from school and the formal educational process.

It is essential to provide support for students who are victims and offenders to ensure that some form of intervention is available to promote students' success. It is important to involve parents in the discipline planning process; SB100 indicates the need: “(a) To establish and maintain a Parent-Teacher Advisory Committee to develop with the school board or governing body of a charter school policy guidelines on pupil discipline” (Illinois General Assembly, 2015, p.1). The involvement in the policy-making process helps to ensure that parents have the knowledge and possible understanding of how to help their children to become successful by reduce bullying, victimization, and violence.

Policy Representatives

Senate Bill 100 indicates schools must establish a Parent-Teacher Advisory Committee to work with the school board or governing body to develop policy guidelines for pupil discipline. The school board of a public school or governing body of a charter school must work with PTAC or parents and teachers to help establish the discipline policies and guidelines for their children and students, thereby facilitating input and feedback on what is implemented to govern their children. The data from the discipline section of this policy advocacy document reflects a group of students receiving the most significant number of suspensions and expulsions, but they do not reflect the largest population of the school district.

The same data can be utilized to provide information about professional development for teachers, administrators, paraprofessionals, and parents to address

deficits in their skills to increase student engagement and reduce the achievement gap.

SB100 states,

School districts shall make reasonable efforts to provide on-going professional development to teachers, administrators, school board members, school resource officers, and staff on:

1. The adverse consequences of school exclusion and justice-system involvement,
2. Effective classroom management strategies,
3. Culturally responsive discipline, and
4. Developmentally appropriate disciplinary methods that promote positive and healthy school climates. (Illinois General Assembly, 2015, c-5)

The information can also be utilized to decrease the number of suspensions and expulsions of African America and Hispanic students. Payne (2008) described urban schools, “From San Diego to Philadelphia to Boston, promising reforms have been pulled down by teacher belief systems.” Along with what happening in the schools, Payne continued by saying, “the worst part of the problem is the rigid and incompetent bureaucracies that schools deal with” (p. 122). Payne’s analysis came before SB100, and hopefully, progress will come soon to benefit many students who are not benefitting from the educational system.

The hope exists with SB100 that those who have brought the vision to help create the change will seek out resources to help the school employees, parents and community members by working together. SB100 states,

(b) School districts are encouraged to create memoranda of understanding with local law enforcement agencies that clearly define law enforcement’s role in schools, in accordance with Section 10-22.6 of this code.

(d) The school board, in consultation with the Parent-Teacher Advisory Committee and other community-based organizations, must include provisions in the student discipline policy to address students who have demonstrated behaviors that put them at risk for aggressive behavior, including without limitation bullying, as defined in the policy. Their

provisions must include procedures for notifying parents or legal guardians and early intervention procedures based upon available community-based and district resources. (P.A. 91-272, eff. 1-1-00; 92-260, eff. 1-1-02)

The process of assuming the success of students requires that everyone work together. It takes involving the parents, teachers, administrators, school boards, community members, and businesses working together to remove the large achievement gap that exists between the students that reflect the largest number and those who represent the smaller number. We must remember that all students matter in a school system that has not been operating to benefit all students.

Validity of the Goals and Objectives

The policy advocacy statement's goals and objectives provide a snapshot of how Senate Bill 100 can help refocus three school districts in the Chicagoland area with successful implementation of the policy. The review of data reflects three school districts. Two are predominantly Hispanic school districts, and one is predominantly an African American school district. In two of the districts with African American students, they are the second largest population group. The greatest achievement gap exists between African American and White students. Hispanic students also have a sizeable achievement gap between White students in the districts. There is also a smaller percentage of achievement gap between African American and Hispanic students, although there is a sizeable group of English Language Learners.

Thinking about the need to substantiate the policy statement, I would have to say that it is now that the school districts should reevaluate and include Parent-Teacher Advisory Committees to ensure that the parents of the students who are being impacted can have a greater understanding of how to support their children. SB100 speaks to

ensuring that the adults who interact with, teach and develop students receive training within their districts.

Finally, SB100 suggests that resources be made available for students to be successful when they are suspended or expelled. The policy mentions fair treatment; school districts must use SB100 to help guide them as they develop the process with teachers and parents for all students to receive equitable treatment. The adequate training for teachers and staff would require looking at classrooms, schools, and the implementation of culturally sensitive discipline. The Student-Parent Handbook requires an understanding of the policies by the teachers and administrators who control discipline, and the parents and students who must live by their four- to 68-page policy handbooks. The school district must provide the opportunities that keep the discipline document transparent and equitable.

SECTION FOUR: POLICY ARGUMENT

The policy argument outlines the pros and cons of advocating for school districts to equitably implement Senate Bill 100. SB100 seeks to include parents in the development of the districts' discipline policies through a Parent-Teacher Advisory Committee. The Bill also concentrates on bullying in various sections of the discipline policy, and the need for professional development to ensure that administrators, teachers, support staff and paraprofessionals have adequate skills to understand the policies and implement discipline effectively and equitably for all students.

Parents and guardians can only imagine that they are sending their children to schools where the adults understand their roles as administrators, teachers, ancillary staff, and paraprofessionals who have the students' best interest and safety in mind. This might or might not be true, but when we look at schools where the parents are not welcomed, no parent organizations exist, and there is limited to no information shared with all of the parents. Parents would think that something might be wrong and not feel welcomed.

Advocating for the Policy

Senate Bill 100 was enacted to eliminate “zero tolerance” and other forms of discipline that basically denied many students, mostly African American and Hispanic students, the right to due process. These students suffered severe punitive consequences for minor offenses. Previously, in seeking to discipline the disruptive student or offender through zero tolerance or using the school-to-prison pipeline has become obsolete for students who do not follow the rules (Illinois General Assembly, 2015). Students were being expelled for kicking a garbage can or talking back to an adult.

Punishment should be fair, equal, and dictated by a policy that is exercised in the best interests of all students. African American students are suspended and expelled three times the rate of white students (Amurao, 2013; Song, 2015; U.S. Department of Education, 2013). When students are removed from school, they are being denied an education and a chance to received instruction by teachers who have their interests in mind.

A Large Metropolitan School District with 392,508 students, represented 180,731 or 46.1% Hispanic students, 152,508 or 38.9% African American students, White students reflected 9.7% of the student population at 38,029 students, and Asians represented 3.7% or 14,505 students. In comparison, 39,828 African American students reflected 72% of the students suspended during that year. The number is almost equivalent to the number of White students enrolled in the school district. The remaining 28% of the students represented 25% Hispanic students and 3% White students.

The expulsion rate for the same district reflects a similar image with 329 expulsions; the number African American students represented 76% or 253 expulsions. Hispanic students represented 22% or 73 expulsions, and White students made up the remaining 2% or 2 expulsions.

Examining SB100, there is an extreme need to ensure that parents are included and involved in the process of developing discipline policies with the school board or governing body of charter schools. This would mean that the school district would have to develop a working relationship with the parents and guardians of the districts that suffer the greatest impact from the discipline policies. The racial composition of the

parents participating on the Parent-Teacher Advisor Committee (PTAC) should reflect in some fashion the racial composition of the student population in the district.

Through professional development, all stakeholders could be involved in the process of supporting students. The professional capacity of instructional and non-instructional school personnel should be developed by leaders for students' academic success and well-being (Purinton & Azcoitia, 2016). It is recommended that using formative data, collaborative teams, and high-quality, rigorous instructional practice and standards and objectives be utilized to meet the needs of struggling students (Milner; 2015; Odden, 2012; Wagner, 2008).

The first task at hand would require recruiting parents and making them aware of what their role would look like. I can only imagine if the parents were able to understand the policies that were being written and implemented, they would know how those policies impact them and their children. They would probably be able to work with their children differently to recognize the full implications of their actions. Albert Einstein said, "Learn the rules and then play better: You have to learn the rules of the game. And then you have to play better than anyone else" (Einstein, 2017). I would like to paraphrase Albert Einstein by saying, "If you know that a game is being played, and you recognize the rules of the game, then you will know how to play the game." When the discipline policies are written and applied differently, and individuals do not understand the rules and full implications of them, then they will suffer the consequences of those rules.

Senate Bill 100 seeks to provide an opportunity for parents to be part of the process of formulating the plans that will impact their children's lives in a very personal

and profound manner. There is a need to read the school policies or Student-Parent Handbook (SPHK) to know the full impact of the discipline and consequences. A Handbook can range from four to 68 pages and can create a problem for parents and the large numbers of African American and Hispanic children who have suffered from extreme consequences of minor infractions and discipline issues. Fully understanding the policies that are outlined in the Student-Parent Handbook can be a problem for some of those who have implemented the discipline when there is a lack of consistency based on race.

When I was a principal within the Large Metropolitan School District, the Student-Parent Handbook was only 16 pages long. The document was not complicated for me to read and understand. I shared with my parents, and I answered their question. But with an increase in the number of pages by almost 250%, it will take considerable time, training, understanding, and opportunities to ask and answer questions on what some of the terms might mean and how to successfully implement the policy. I can only imagine how parents might or might not have been involved in providing input in helping to develop a lengthy discipline policy with the board of a public school or governing body of charter school.

The Cons of Advocating for the Policy

When parents are more involved and have a better insight into what takes place in school related to policies, they will develop a greater understanding of what takes place in schools. Payne (2008) noted, “James Comer’s School Development Programs is among the reform models most sensitive to relationship issues... increasing the visible

participation of parents in schools...increased the parent-teacher tension, at least temporarily.”

The cons in advocating for SB100 would require a paradigm shift relates to the equitable and fair implementation of the policy to support educational success and well-being for all students, especially African American and Hispanic students. This paradigm shift would force them to think beyond what they know, and force administrators and district leaders to seek out solutions that might go against their beliefs and knowledge base.

Addressing SB100 could require the school districts to fall short of the implementation time and funds to provide training for staff needing skills in the areas of focus. When a new initiative is implemented, it dictates increasing the knowledge base of those carrying out the policy. The cost of not addressing insight and training for a policy document that is 68 pages long would almost be negligent for those whose lives are impacted by the document – students, parents and staff.

The policy has implications for continuing “zero tolerance” and “the school-to-prison pipeline.” In the Large Metropolitan School District (LMSD), the policy affects students’ rights for African American and Hispanic students, who make up 40% and 46% of the student population, respectively. At the same time, these same students represent 72% and 22% respectively of the suspensions in the LMSD. SB100 requires districts to address and administrators to review their current policies to ensure that the policies do not lead to injustice and adverse consequences of school exclusion. Also, the school district may want to address the concerns, but they may lack funds for professional development concerns, lack effective classroom management strategies, lack culturally

responsive discipline, and lack developmentally appropriate disciplinary methods that promote active and healthy school climates. There might be financial and time constraints relative to the concerns. This is the second official year of the SB100's implementation, and there should be plans for full compliance for the future.

There is a process and time period from initiating a policy and complete implementation. And that would mean that individuals who have not fully provided for the successful inclusion of all students are still marginalizing the largest student populations. The students whose parents do not have a voice in the discipline process suffer greater consequences and lack resources for their students' success.

Addressing the paradigm shift for the cons to developing an inclusive Parent-Teacher Advisory Committee to assist with the planning and creation of the Student-Parent Handbook or discipline policies would require districts to come up with new ways of recruiting and selecting parents. The school districts that get their policies from the law department will have to figure out how to become inclusive to embrace the parents of those whom the district represents. District personnel might have to rethink how they feel about what parents and teachers can bring to the discipline policy process that has been designed by those who are in control of the district.

The cons against successfully and equitably implementing Senate Bill 100 would require changing previous ideas about "how we have always done it." People would be forced to change the way that they think about teaching, learning, and discipline. This would be a process that might not provide for a smooth transition for some individuals in the schools and district. Some people might need more time to change their way of thinking, and it can possibly do more harm to the students needing the change sooner.

SECTION FIVE: POLICY IMPLEMENTATION PLAN

The advocated policy has merit, and the policy implementation plan will establish the guidelines for monitoring the progress of the successful and equitable implementation of SB100 in public and charter schools in Illinois. The data of three districts – Large Metropolitan School District (LMSD), Medium Diverse School District (MDSB), and Small Suburban High School District (SSHSD) – were reviewed to create an equitable implementation plan related to SB100 as highlighted in each district’s policies. The implementation plan concentrates on the creation and involvement of a Parent-Teacher Advisory Committee, areas related to bullying in various sections of the discipline policy, and the resources and supports made available from stakeholders. To implement SB100 sufficiently, professional development should be made available to administrators, teachers, support staff, paraprofessional, and board members to have the adequate skills to understand the policies and to ensure that discipline is effectively and equitably administered to all students.

Beginning the implementation process requires examination of how parents and community members are involved as part of their school boards and boards of directors of charter schools. This allows parents and community members to have insight into the inner workings of the board; these insights can be shared with other parents and community members. Some school districts have elected school boards, and some schools are appointed by the mayor. Payne (2008) stated, “The board itself [is] properly concerned with shaping policy,” when everything moves along the way it was designed to operate. But, when there is confusion in with the board’s role, Payne (2008) continued,

“(the board) tended instead to get caught up in administrative minutiae” (p. 122). This means that the board and administrators need to know their roles and functions.

There will need to be a method to ensure that access to resources exists through:

1. The examination of the school policy for mentions of a Parent-Teacher Advisory Committee, and whether or not it has a functioning role,
2. Examination of the bullying policy to identify the consequences and support for the victim and offender,
3. Determination if there is an opportunity for parents and staff to receive training to review the discipline policies and ask questions,
4. Examination of the school’s data to determine which parents could benefit most by being involved as a member of the Parent-Teacher Advisory Committee, and
5. Examination of the data to determine whether there is any mention of establishing linkages and partnership with the community
6. Professional Development

Function and Role of the Parent-Teacher Advisory Committee

Preparing each district to have a Parent-Teacher Advisory Committee requires the board to collaborate with the parents in some capacity. Districts are placed in authority over the schools, and the board or governing body creates policy. The board hires a superintendent, who, in turn, hires staff to put policies into practice. The chief executive is accountable to the board for managing the district according to board policies. The school board or governing body of a charter school should implement the following as stated in Senate Bill 100:

Sec. 10-20.14. Student discipline policies; Parent-Teacher Advisory Committee.

1. To establish and maintain a Parent-Teacher Advisory Committee to develop with the school board or governing body of a charter school policy guidelines on pupil discipline, including searches and bullying prevention as set forth in Section 21-23.7 of this Code. School authorities shall:
2. Furnish a copy of the policy to parents or guardian of each pupil within 15 days after the beginning of the school year, or 15 days after starting classes for a pupil who transfers into the district during the school year, and
3. The school board or governing body of a charter school shall require that a school inform it pupils of the contents of the policy.
4. The school boards and the governing bodies of charter schools, along with the Parent-Teacher Advisory Committee, must annually review their pupil discipline policies, the implementation of those policies, and any other factors related to student safety of their schools, pupils, and staff. (Illinois General Assembly, 2016, Sec. 10-20.14)

The policies of a district or charter school guide discipline for student behavior and the consequences for infractions. SB100 does not provide a clear indication on how parents are selected to be involved as a member of the Parent-Teacher Advisory Committee. The possibilities might include the school district or governing board of the charter determining how the parents are selected, or schools might identify certain parents to recommend. Also, school districts or governing boards might select the parents who volunteer at the school, and they might have town meetings to allow other parents to vote for representatives. Comparing SB100 to what some districts and charter school boards might be experiencing, Payne (2008) wrote,

An appointed school board is still a school board, but the question can be raised, “Does the school board answer to the people, or the person who appointed them?” To determine if the mandate of SB100 is being carried out, we would still have to look to board or governing body with the implementation by the superintendent to determine if they are adhering to the state policy in a fiduciary manner. A true assessment of the effectiveness of a Parent-Teacher Advisory Committee is an internal process. It is tied to the policies, but the implementation provides

guidelines that can help to determine the “how.” How do we create the PTAC? (Payne, 2008)

Parent-Teacher Advisory Committees might be formed according to the following guidelines: First, districts could familiarize the parents with the policies for the school district and charter schools. Designate a staff member to distribute Student-Parent Handbooks, and provide information to all parents about the Parent-Teacher Advisory Council (PTAC) and upcoming dates and time to be announced within the next month. Distribute announcements and interest forms with three to four different dates and times for parents to sign-up and receive additional updates about the “Informational Sessions.” Parents could be provided with a deadline for returning the interest forms with their selected date and time. The district could send out reminder notices with the location for the dates and times for a 1-2 hour “Informational Sessions.” Further, the district could complete informational sessions, and let parents indicate interest in participating on the PTAC.

Forming Parent-Teacher Advisory Committees could also involve additional steps. For example, the school could decide how they will select their parents for the PTAC by holding an election, or having parent alternates serve on the Committee (based on the number). To obtain additional tips on establishing a local Parent-Teacher Advisory Committee (PTAC), the school could get guidelines from the state and district. Additionally, the school designee could provide training to review discipline policies related to bullying. Training could involve review of procedures, which might include the following: (a) Participate in training to familiarize parents with SB100 and current discipline policy. (b) Establish guidelines and rules for monthly or bi-monthly meeting. (c) Hold monthly or bi-monthly meeting with sign-in sheets and notes. (d) Decide on the

frequency of meetings based on the needs of the school as well as the parents and teachers involved.

Finally, the school could provide additional training for parents and support: (a) if their children have been suspended three times or more, (b) if their children have been expelled, (c) if there is 25% or more achievement gap for their children, or (d) if the attendance is below 80%. The school could also provide parents with a person, department, organization or contact list.

Bullying Policies, Consequences and Support for Victim, Offender and Family

Bullying is outlined in the Student-Parent Handbooks or the policies specifying the behaviors, rights, and consequences for misconduct. Senate Bill 100 states:

The school board, in consultation with the Parent-Teacher Advisory Committee and other community-based organizations, must include provisions in the student discipline policy to address students who have demonstrated behaviors that put them at risk for aggressive behavior, including without limitation bullying, as defined in the policy. The provisions must include procedures for notifying parents or legal guardians and early intervention procedures based upon available community-based and district resources. (105 ILCS 5/10-20.14) (Ch. 122, par. 10-20.14)

People who have prior knowledge of someone wanting to do harm or victimize another person, and accompanies an offender to film an attack without intervening, are part of the crime or wrongdoing. I believe they should be held accountable as an accessory to harming someone else. Filming the event does not mean that the person might or might not receive the same consequences, but there is a need to develop some form of remediation or corrective action.

Identifying and Establishing Linkages and Partnerships with Community

The relationship that the school board, governing board, superintendent, and administrators have with the community organizations, business and local and county services will help parents to easily access resources they need. SB100 stipulates that,

(b) School districts are encouraged to create memoranda of understanding with local law enforcement agencies that clearly define law enforcement's role in schools, in accordance with Section 10-22.6 of this code.

(d) The school board, in consultation with Parent-Teacher Advisory Committee and other community-based organizations, must include provisions in the student discipline policy to address students who have demonstrated behaviors that put them at risk for aggressive behavior, including without limitation bullying, as defined in the policy. The provisions must include procedures for notifying parents or legal guardians and early intervention procedures based upon available community-based and district resources. (105 ILCS 5/10-20.14) (Ch. 122, par. 10-20.14)

(c) The Department of Human Services shall be invited to send a representative to consult with the board at such meeting whenever there is evidence that mental illness may be the cause for expulsion or suspension.

The process of establishing linkages among all parties concerned might involve use of the following questions to facilitate development of an agreement: (a) Is there a formal or informal agreement between the groups? (b) Does it outline when the services start or stop? (c) Does it include resources for the students and parents? The rest of the agreement could be based on the needs of the schools and district.

The process for identifying or assessing the effectiveness of the policy would take a concerted effort by all adults within the school to meet the needs of the students' safety, success, and well-being. The effort would require collaboration, conversations, work,

cooperation, support, and accessing resources for the students, teachers, and staff, and parents.

Professional Development

To ensure that administrators, teachers, paraprofessionals and other individuals receive training, Senate Bill 100 indicated,

(C-5) School districts shall make reasonable efforts to provide on-going professional development to administrators, school board members, school resource officers, and staff 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 climate. (Illinois General Assembly, 2016, C-5)

In preparation to initiate the implementation process for professional development, I reviewed the data from my program research. I also looked at the information through my internship with the Bullying Prevention and Awareness Conference Chicago – 2017. The Conference accomplished a number of goals and purposes. One of those goals was collaboration, which became a reality when people contacted us to be part of the process, registered for conference sessions and assisted with promoting the event. This collaborative process brought together community organizers, politicians, authors, businesses, parents, educators, writers, law enforcement members, clergy, and school board members. It was a process that required listening, sharing ideas, and, in some cases, changing the minds of those who had particular views.

The success of the implementation plan was demonstrated in how the representatives of the planning committee took the information back to their schools or districts and communicated with their school communities. It was important for

committee members to speak to their churches and organizations and to utilize the resources to involve everyone in the process to improve student success and safety.

The opportunity to attend the conference provided participants with access to experts in the areas of Senate Bill 100, bullying and cyberbullying, restorative justice and the impact of bullying. The resources participants received could be taken back to their respective schools for other administrators, teachers, parents, and community members. Materials were given in the form of lessons that could be used in the classroom for teaching tolerance, diversity, and restorative justice. Review of conference evaluations highlighted areas that could determine my next moves.

The five top responses for the following question, “What impressed you most about the Conference” were:

1. The knowledge (base) of the presenters and professional presenters (3 respondents); I was most impressed by the volume of information (4 respondents);
2. Well organized (5 respondents), and convenient location;
3. Choice of topics (3 respondents);
4. “The encouragement of dialogue between participants to analyze and discuss comments from the presenters,” and “the conference was small and felt intimate.”
5. “The practical nature of the presentations,” “presented in a way that I will use every day at work.”

Another evaluation question asked, “In what ways do you intend to use the information in your school setting?” Respondents answered as follows: “Apply

information when approaching situations that illustrate bullying,” “use the information with bullies who are identified as well as prevention lessons in my classroom,” “as Dean, all bullying comes to me. The info can help me understand the root cause of the behavior,” “Setting up PD w/staff and students on cyberbullying,” and “a lot of great information about cyberbullying curriculum we can use for students and SEL.” Sharing was also noted by a number of respondents, who indicated they would share the information daily with parents, family, church, and community (4 respondents).

A third question was: “Which would you like more information about?”

Responses included:

- The Power of Storytelling
- Transforming Middle Schools (and PowerPoint) (2 respondents)
- More services for students that do bullying
- Peace Circles
- Restorative Justice

The Conference showed the desire by the participants to receive the information related to addressing bullying by adults. Conference participants came from the Chicagoland area – southern and northern suburbs, Indiana and Wisconsin. There were some who had additional questions and wanted more resources about bullying. I will continue to point them in the right direction.

SECTION SIX: POLICY ASSESSMENT PLAN

The policy assessment establishes the guidelines for monitoring the progress of the successful and equitable implementation of Senate Bill 100 in public and charter schools in Illinois. Obtaining a list of resources available for parents in the Large Metropolitan School District (LMSD), Medium Diverse School District (MDSD), and Small Suburban High School District (SSHSD) required going through the schools' websites. Although the districts provided the names of each school, they did not provide the resources for each particular school. I delved into each school's website to discover the resources they utilize.

The districts are placed in authority over the schools, and the board or governing body creates policy. The board's major responsibility is setting policy. In addition, the board hires a superintendent who, in turn, hires staff to put policies into practice. The chief executive is accountable to the board for managing the district according to board policies. Senate Bill 100 (SB100) states,

Sec. 10-20.14. Student discipline policies; Parent-Teacher Advisory Committee.

To establish and maintain a Parent-Teacher Advisory Committee to develop with the school board or governing body of a charter school policy guidelines on pupil discipline, including searches and bullying prevention as set forth in Section 21-23.7 of this Code. (Illinois General Assembly, 2015, Sec. 10-20.14)

As noted in an earlier section of this policy advocacy document, SB100 requires school authorities to provide access to resources for monitoring compliance to provisions of the state law.

Function and Role of the Parent-Teacher Advisory Committee

An appointed school board is still a school board, but the question can be raised, “Does the school board answer to the people or the person who appointed them?” To determine if the mandate of SB100 is being carried out, we would still look to the board or governing body to determine if they are adhering to this state policy in a fiduciary manner. A true assessment of the effectiveness of a Parent-Teacher Advisory Plan is an internal process. The plan is tied to the policies, but implementation requires answering the following questions: (There might be more or less resources based on the schools’ needs.)

To ascertain the presence of bullying policies that provide consequences and support for victim and offender, the following questions should be answered: (a) are there guidelines for addressing consequences and support for bullying victims and offenders? And (b) is there training or clear guidelines for addressing situations?

Determining that discipline policy training opportunities exist for parents and staff would require schools to (a) identify parents to participate, possibly by using a brief interest survey, (b) establish a local Parent-Teacher Advisory Committee (PTAC) based on guidelines from the state and district, (c) participate in training to familiarize parents with SB100 and current discipline policy, (d) establish guidelines and rules for monthly or bi-monthly meeting, (e) hold monthly or bi-monthly meeting, and determine the frequency of meetings based on the needs of the school.

Identifying parents to participate in a PTAC could be based on data gathered in response to the following questions: (a) How many students are suspended? (b) How

many students are expelled? (c) What is the achievement gap for that group? (d) What is the attendance data? And (e) What can be done, and who can do what?

Identifying linkages and partnerships outlined for district might involve obtaining answers to the following questions: (a) Is there a formal or informal agreement between the groups? (b) Does it outline when the services start or stop? And (c) Does it include resources for the students and parents? The rest of the agreement should be based on the needs of the schools and district.

The process for identifying or assessing the effectiveness of the policy would take a concerted effort by adults within the school district and schools to meet the needs of the students' safety, success and well-being. It is going to take collaboration, conversations, work, cooperation, support, and accessing resources for the students, teachers, and staff, and parents.

Data collected for the Bullying Prevention and Awareness Conference showed the need for adults to have opportunities to talk to each other, receive training, network and be a resource for each other. The workshops were presented by experts in their fields, and the responses showed that most participants were pleased. There were some who were displeased that they could not have more. The energy level of the presenters and the scheduled timeframes would not permit for availability of a third workshop for the participants.

SECTION SEVEN: SUMMARY IMPACT STATEMENT

Summary

The resources that were used to frame the policy advocacy document were from class readings, research and Senate Bill 100. Each guided me through outlining the educational, economic, social, political, and moral and ethical analyses and their influence on student discipline, intervention and resources utilized by schools, districts, and communities. More specifically, I focused on elements within the educational analysis tied to educational access and discipline and to staff and stakeholders' preparedness through training.

The economic analysis was interwoven within the document because it helped to shape the focus on the cost of professional development or lack thereof, and benefits to access resources. The social analysis of the policy advocacy document helped to identify the ways staff and stakeholders could connect to students and identify resources. The connection to resources required adults' working together to effectively examine resources within and outside of the walls of the school.

The political analysis was emphasized by discussing Senate Bill 100. This state law has a basis in legislatures through local, state, and national governments and influences us on meeting students' needs and providing alternatives to punitive discipline. Finally, examination of the moral and ethical implications of providing direction versus punishment impacted the focus of this advocacy document. When situations or discipline issues arise, it is beneficial to invite parents and teachers to the table to help shape the policy that will impact the children and students.

The policy statement advocated for the effective and the equitable implementation of Senate Bill 100 for all students. The various components of SB100 highlight attempts to provide efficacy related to addressing bullying for victims and offenders. The law continues to identify components that involve providing a fiduciary responsibility by those in charge of districts and charter schools related to discipline, the development of a functioning parent-teacher association committee, professional development, and the need for establishing linkages with community organizations to create greater resources for students' success and safety.

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