

Discipline Equity Task Force Minutes
February 25, 2016

Present:

Katie Ahsell, ACTIONS	Ann Cochrane, Carrie Busey/CFT
Stephanie Hayek, CECC	Amber Owens, Bottenfield
Gwenetta Posey, Dr. Howard	Ben Trupin, Mellon
Joel Wright, Jefferson	Bryan Yacko, Central
Abby Heras, Garden Hills	Ellen Thomas, ACTIONS
Orlando Thomas, Mellon, Chair	Jeanne Smith, Mellon, Recorder

Celebrations

Ellen Thomas reported that ACTIONS staff have been successfully working with Robeson teachers and students.

Amber Owens reported that CICO is working successfully at Bottenfield.

Ben Trupin indicated his department is working towards getting some special ed. teachers Restorative Justice training.

DRs and Level 1 Forms

The group agreed that these forms do not need to be revised in light of the intervention list that is being created as a third column in the consequence sections of the Code of Conduct. It was noted that new teachers should be familiarized with these interventions during New Teacher Academy and/or at their campuses at the beginning of the school year.

Intervention List

The group made some final edits to the intervention list that will appear on as a third column on the consequence pages of the Code of Conduct. It was agreed that the list would be alphabetical and that four of the items would be marked with an asterisk to denote that they are restorative practices (see attached list).

Page 9 of the Code will be revised to delete the current list of interventions.

Page 9 of the Code will be revised to add the verbiage that currently appears on p. 20 after “x. Social Skills instruction.”

Page 20 of the Code will be revised to delete the current list of interventions.

ACTIONS Suspensions as In-School Suspensions

Orlando reported that as a result of participating in the Illinois Principals Association webinar on SB 100, he learned that suspensions to ACTIONS could be counted as in-school suspensions. He is going to recommend that that take effect next school year. Students who don’t attend ACTIONS will have their suspensions counted as out-of-school.

Some concerns and questions regarding the attendance/discipline coding of special education students serving suspensions at ACTIONS were noted:

- 1) If a special education student attends ACTIONS, does it count towards the 10-day maximum?
- 2) If a special education teacher is at ACTIONS, does this mean the suspension days for special education students count towards the 10-day rule or not?
- 3) What is the determining factor for counting days toward the MDR?
 - Is it whether the minutes in the student's IEP are or are not being met, or
 - Is it the fact that the student has been placed at a location outside his home school, i.e., would ACTIONS be considered an "alternative placement"?

It was noted that the suspension letter templates will need to be revised to indicate that attending ACTIONS acts as an incentive to students/parents wishing to avoid having out-of-school suspensions on a student's record.

Several task force members asked if ACTIONS staffing will be sufficient to work with the increased number of students that may attend the program given the incentive. Katie Ahsell said staffing should be fine.

Orlando asked the group whether there should be an out-of-school suspension consequence for more serious offenses that are not expellable, i.e., would act as an intermediary step between an ACTIONS suspension and an expulsion. Amber Owens indicated she would like to hear from building administrators on this topic. No consensus was reached.

ACTIONS Restore Program

Orlando reported that he and Katie have been meeting with the District Executive Team to propose an option for elementary students whose behavior is not improving despite current interventions. This model would provide for two classrooms, one K-2 and one 3-5, located at FIC and staffed by ACTIONS personnel, and would act as a 45-day alternative placement for targeted students. A 45-day transitional return to the home school would also be a component of the plan.

Fifth Grade Behavioral Transition Program

Orlando reported that a second option he and Katie are proposing to the District Executive Team is a summer program for fifth graders to prepare them for the social environment and behavioral expectations of sixth grade.

Homework

Orlando asked task force members to think about a two-pronged communication approach to inform 1) parents and 2) staff about the changes resulting from SB 100. He reported that Stephanie Stuart, Public Information Officer, will be assisting in this effort.

Topics for Future Discussion

Orlando asked that future agenda items be emailed to Jeanne to guide the group's discussion. Future meetings dates are: March 3 and 10 and April 5 and 12, 2016.

Next meeting: March 3, 2016, Mellon NE Board Room, 4:00 p.m.

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