

SB1400 (Lightford) Student Discipline SUPPORT

Background

Public Act 99-456, or [SB 100](#), was an important milestone in the state's mission to address the racial disproportionality in schools' use of exclusionary discipline.

Issue

Since SB 100 was implemented, progress has been made when it comes to the use of non-exclusionary discipline. Educators and school personnel have learned through professional development about the negative impacts of school exclusion and justice-system involvement, the effect of adverse childhood experiences (ACES) on student behavior, and evidence-based interventions have shown ways to improve behavioral outcomes for all students. However, there are components of the law that require clarification to ensure appropriate implementation.

SB 1400 provides the necessary clarity and speaks to educator and student safety.

Clarifying points:

- Non-exclusionary discipline, such as an in-school suspension, allows for the continuation of appropriate academic instruction and related services in an alternative environment.
- This bill supports our students and educators by:
 - Reiterating the requirements of the Individuals with Disabilities Education Act for the discipline of students with disabilities.
 - Providing model policies that demonstrate the use of appropriate evidence-based interventions that support the behavioral health of all students.
 - Ensuring the fair and consistent enforcement of appropriate school discipline policies that guarantee the safety of all students and school personnel.

Rationale for Support

By clarifying and providing additional guidance to school districts, this bill strengthens the original mission of Public Act 99-456 and ensures the use of appropriate evidence-based interventions that improve behavioral outcomes for all students.