

January 2016

# illinois

## school counselor



ILLINOIS  
SCHOOL  
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ASSOCIATION

The official publication of the Illinois School Counselor Association  
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## The Mission

of the Illinois School Counselor Association (ISCA) is to provide leadership, advocacy, and collaboration for Illinois school counselors, which results in systemic change to enhance the success of all students in their academic, career, and social/emotional development.

## JOIN

**by email**  
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# ISCA President

## College and Career Ready Includes Emotional Preparedness

Sheri McLaughlin



A new national study completed by the JED Foundation focused on the emotional preparedness of first year college students and found that the majority of students reported not feeling emotionally prepared for college. Emotional preparedness is defined by the JED Foundation as the ability to take care of oneself, adapt to new

environments, control negative emotions and/or behavior and build positive relationships. Emotional preparedness is a major contributing factor to a students' success during their first year of college.

The national Harris Poll released the results of the "First-Year College Experience" and among the most critical findings of the survey revealed that sixty percent of students surveyed wished they had more help getting emotionally ready for college. Further, students who felt emotionally unprepared compared to their peers were more likely to report poor academic performance and a negative college experience. Sixty percent of the students that felt unprepared emotionally reported having a lower GPA, regular use of drugs and/or alcohol, took a leave of absence after the first term, and rated their overall college experience as terrible or poor. Forty-five percent reported that it seemed like everyone had college figured out but them. Fifty percent of the students surveyed reported feeling stressed out most or all of the time. Fifty-one percent found it difficult at times to get emotional support at college when they needed it. Eleven percent said they did not turn to anyone for support when they needed it. Sixty-five percent said they tended to keep

their feelings about their difficulties to themselves. Unfortunately, thirty-six percent of the students surveyed reported not feeling in control of managing their emotions and/or stress on a day to day basis.

The non-academic pressures reported as extreme or very challenging included: paying for college expenses, making new friends, keeping in touch with family and friends not at their college, and being independent.

These results provide a basis for developing programs of social emotional learning and emotional preparedness at all grades levels including first year college programs. We talk about college and career readiness. We spend time aligning our curriculum with the common core standards, or other course matrix, and Illinois learning standards. We have social emotional learning standards in the state of Illinois. How are those standards being addressed in our schools? One key component is incorporating emotional preparedness. Eighty-seven percent of the students surveyed reported college preparation during high school which focused on the academics but not the emotional readiness. Fifty percent said their independent living skills need improvement and very little time was spent on this area while in high school. It is clear that emotional preparedness should be better integrated into the work that high school communities are doing to guide students through the transition into college. Transitions for all students at various grades levels should be addressed and programs put into place to meet the needs of all students both academically and emotionally.

When looking into colleges, it is important for students and parents to look not only at the academic fit, but also at the social emotional fit for the student. Students, parents, and school personnel are encouraged to visit [Settogo.org](http://Settogo.org), a new online resource to help prepare for the transition to college and beyond. This site covers developing basic living skills,

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(continued from page 3)

# **Nearly half of Illinois high school graduates enrolled in state community colleges require remediation**

## **New postsecondary remediation rate data will help ISBE identify additional supports students need before graduation**

SPRINGFIELD – New postsecondary remediation data released by the Illinois State Board of Education (ISBE) shows that 48.7 percent of Illinois high school graduates who enrolled in Illinois' community college system after graduation required remediation in at least one subject.

For the first time, the Illinois Report Card now reports the percentage of graduates at the state-, district-, and high school-level who attended an Illinois community college after graduation and were enrolled in remedial courses. Illinois students had the highest remediation rate in math, with 41.1 percent requiring additional preparation in the subject before advancing toward their degree.

“With the new Partnership for Assessment of Readiness for College and Careers (PARCC) test, Illinois is equipped to focus on the question of, How ready are our children for what’s coming next?” said State Superintendent of Education Tony Smith, Ph.D. “The postsecondary remediation data is an important tool to help us determine how much support our children need when they leave our care.”

Remediation, sometimes called developmental education, is designed to help prepare students who are considered not yet ready for the rigor of entry-level college courses in core academic subjects including reading, math, and science. Community colleges may require students to take remedial courses if they need additional preparation in order to earn credit from college-level studies. These courses trigger tuition costs, but students do not earn college credit.

“Our state and our families literally cannot afford to invest additional time and money for students to acquire the skills and knowledge they should have received during their preK-12 journey,” Smith said. “We must change that, and our new assessment system will help us better gauge students’ college and career readiness before they advance to the next grade level.”

The 2015 data is based on the graduating Class of 2013 and has been matched with Illinois Community College Board course data. Highlights include:

Success in two Illinois school districts that saw at least 33 percent of their students -- all of whom were deemed ready for credit-bearing coursework -- enroll in the Illinois community college system.

Mixed results in districts where at least 12 percent of graduates enrolled in community college: Three districts had no students taking math remediation, while eight had 70 percent or more in math remediation.

Challenges in five districts where 80 percent or more of graduates who enrolled in Illinois community colleges required remediation. With at least 12 percent of graduates from these districts enrolling in Illinois community colleges, remediation is an issue for too many Illinois high school graduates.

# Nearly half of Illinois high school graduates enrolled in state community colleges require remediation

## Remediation Rate for Class of 2013 High School Graduates Who Attended an Illinois Community College

STATE	GRADUATES	STUDENTS ENROLLED IN ILLINOIS COMMUNITY COLLEGES	COMMUNITY COLLEGE ATTENDANCE RATES	STUDENTS TAKING REMEDIATION	PERCENT IN REMEDIATION	PERCENT REMEDIATION IN:		
						COMMUNICATION	MATH	READING
ILLINOIS	138,520	39,992	28.80%	19,427	48.70%	20.30%	41.10%	16.10%

“Percent in Remediation” is the number of students who took a remedial course divided by graduates who enrolled in an Illinois Community College. ISBE’s remediation data does not include remediation rates for students at four-year colleges in Illinois or students who enrolled in schools outside of Illinois. It also does not reflect the preparation of students who did not continue their education past high school. To protect student privacy, high schools with fewer than 10 students enrolled in an Illinois community college were redacted.

The Illinois Board of Higher Education will soon collect remediation data and work with ISBE to connect this information to high school districts.

For more detailed data, access the “2015 Post-Secondary Remediation Report – State, District, School” at [www.isbe.net/assessment/report\\_card.htm](http://www.isbe.net/assessment/report_card.htm).



# ISCA President

## College and Career Ready Includes Emotional Preparedness

Sheri McLaughlin, ISCA President

building social-emotional competence, and learning the fundamentals of mental health and substance abuse. In addition, it helps students navigate the transition itself. All students need to know the tips for taking control of their emotional health. These include: getting sleep, staying active, eating right, managing stress, know their limits, and speaking up about their thoughts and emotions. Programs to assist students in gaining knowledge, skills, and an emotional health plan are ways to develop emotional preparedness. It is important to educate students to know that is important to take care of your emotional health. It is easy to think of emotional issues as things that affect everyone else. Therefore, when emotional issues arise for the first time, students do not know what to do, where to go, who to turn to, and how to handle their thoughts and feelings. First, students must know that emotional issues will at some point affect them. If their thoughts or feelings are interfering with their ability to do well in school or connect with friends, it

makes sense to reach out for help as soon as possible. Unaddressed mental health issues can lead to substance abuse and other dangerous behaviors. Taking action right away is the key to emotional stability. Learning about emotional health can help students cope and sometimes prevent issues like stress, anxiety, and depression. Helping students find a balance in their life and keep their stress in check is an important part of emotional preparedness. Each student needs to find a plan that works for them. Time management, flexibility, meditation, exercise, sharing feelings and emotions, prioritizing, being realistic, and taking breaks should also be part of a student's emotional health plan. School counselors possess the skills and knowledge to provide programs to high school students regarding emotional preparedness and social emotional learning. Currently, school counselors provide services in college and career planning. School counselors now have the unique opportunity to create and provide programs that will assist with the successful transition of high school students to colleges with regards to emotional preparedness.

### 2016 ICA's 6th Annual Southern Conference

**March 18, 2016**

**Doubletree Hotel, Collinsville, IL**

**“Collaboration & Courage:  
Uncertain Times & New Partnerships”  
More info & Registration [ilcounseling.org](http://ilcounseling.org)**



# 2016 Annual Conferences

## Call for Nominations for ISCA Awards! Application Deadline: Feb 15

One of the highlights of the conferences is for us to honor our fellow colleagues and counselors for their contributions to professional school counseling in our state. Hopefully you are thinking of those colleagues you work with daily who go above and beyond in their role to help students and to promote our profession. Please consider nominating these people for our awards. Help us to let them know that their efforts are seen, acknowledged, and appreciated. Fill out a nomination form or a few and send them to Dr. Toni Tollerud at [tollerud@niu.edu](mailto:tollerud@niu.edu). **The deadline is February 15th.** Then please come to the ISCA conference to support those outstanding counselors in our state. If you have any questions please do not hesitate to contact the ISCA office [myisca@gmail.com](mailto:myisca@gmail.com) or Dr. Tollerud.

There are nine different ISCA Awards nominations are being accepted for:

- \_\_\_\_\_ Elementary School - School Counselor of the Year
- \_\_\_\_\_ Middle / Junior High - School Counselor of the Year
- \_\_\_\_\_ High School - School Counselor of the Year
- \_\_\_\_\_ School Administrator of the Year
- \_\_\_\_\_ School Counselor Educator of the Year
- \_\_\_\_\_ School Counselor Internship Supervisor of the Year
- \_\_\_\_\_ School Counselor Graduate Student Award(s)
- \_\_\_\_\_ ISCA School Counselor Advocate of the Year
- \_\_\_\_\_ School Counselor Legislator of the Year

Nomination Forms are on our website at: [ilschoolcounselor.org](http://ilschoolcounselor.org)

# New State Law Allows Lower Scores on AP Exams to be accepted at Universities for Credit in 2016-2017 Academic Year

AN ACT concerning education.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 5. The College and Career Success for All Students Act is amended by adding Section 30 as follows:  
(105 ILCS 302/30 new)

Sec. 30. Examination; postsecondary-level course credit.

(a) In this Section, "institution of higher education" means a public university or public community college located in this State.

(b) Beginning with the **2016-2017** academic year, **scores of 3, 4, and 5 on the College Board Advanced Placement** examinations **shall be accepted for credit** to satisfy degree requirements by all institutions of higher education. Each institution of higher education shall determine for each test whether credit will be granted for electives, general education requirements, or major requirements and the Advanced Placement scores required to grant credit for those purposes.

(c) By the conclusion of the 2019-2020 academic year, the Board of Higher Education, in cooperation with the Illinois Community College Board, shall analyze the Advanced Placement examination score course granting policy of each institution of higher education and the research used by each institution in determining the level of credit and the number of credits provided for the Advanced Placement scores in accordance with the requirements of this Section and file a report that includes findings and recommendations to the General Assembly and the Governor. Each institution of higher education shall provide the Board of Higher Education and the Illinois Community College Board with all necessary data, in accordance with the federal Family Educational Rights and Privacy Act of 1974, to conduct the analysis.

(d) Each institution of higher education shall publish its updated Advanced Placement examination score course granting policy in accordance with the requirements of this Section on its Internet website before the beginning of the 2016-2017 academic year.

Section 99. Effective date. This Act takes effect upon becoming law.

Public Act 099-0358



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# CICO Report

Daniel Stasi, MS, Executive Director , Lobbyist

## CICO Day on the Hill April 13, 2016



Come advocate for your profession!  
We will meet in Springfield. Talk to your state Senator and Representative. Join with other counselors from throughout Illinois to advocate for school counseling concerns and mental health legislation. Both ISCA, IACAC and IMHCA and non-member counselors, students and educators are welcome.

### SCHEDULE

**10:00 am** - Training begins (perhaps a bit sooner, depending on when the majority of our participants arrive).

Creation of groups and distribution of folders to each small group based on the number of legislators with which each group will speak.

### 10:45 Lunch

ISCA and IMHCA are buying lunch.

### 11:45 Head to Capitol

**11:45am-2:00 pm** - Meet with legislators and observe the process (don't worry, we'll tell everyone what to expect - though some of you are becoming experts yourself!)

**3:00-3:30pm** - wrap up meetings location Obed & Issacs to turn in any leftover materials and debriefing forms. Feel free to stay and chat/unwind. Enjoy a beverage or snack (this will be self-pay).

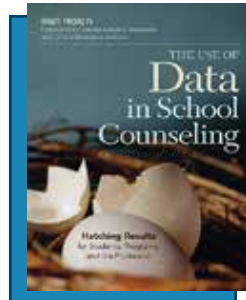
Anytime after you check back in at location Obed & Issacs, you can head home and feel proud of your work!

[Register online ilschoolcounselor.org](http://ilschoolcounselor.org)



# Fall programs huge success.

Trish Hatch - September 11, 2015 in Naperville at UTI.  
A big thank you to UTI for hosting the event and providing breakfast, tours and lunch.



Dr. Trish Hatch  
The Use of Data in  
School Counseling  
Hosted by UTI sponsored  
by ISCA.

September 11, 2015 in  
Naperville with 145 in  
attendance.

Dr. Brett Zyromski  
Evidence Based School Counseling

December 4, 2015 in Springfield  
with 77 in attendance.



Dr. Marc Brackett  
Creating Emotionally  
Intelligent Schools

Dec 2, 2015 in Naperville  
190 attended



**HAPPY NATIONAL  
SCHOOL  
COUNSELING  
WEEK**



**National School Counseling Week  
February 1-5, 2016**

“School Counseling: The Recipe for Success,” will be celebrated from Feb. 1-5, 2016, to focus public attention on the unique contribution of professional school counselors within U.S. school systems. National School Counseling Week, sponsored by ASCA, highlights the tremendous impact school counselors can have in helping students achieve school success and plan for a career. National School Counseling Week is always celebrated the first full week in February.

# Illinois Mental Health Counselors

## Annual Conference

March 4-5-6, 2016

Doubletree Skokie, IL

### Bill O'Hanlon

**Resolving Trauma Without  
Drama: New, Brief, Respectful  
and Effective Approaches to  
Treating Post-Traumatic Stress  
Disorder**



**6 CEs LPC/LCPC, LSW/LCSW,  
LMFT, Psychologists**

**Friday, March 4, 2016  
9am-4pm**

### Dr. Marty Klein

**When Sex Gets Complicated:  
Pornography, Infidelity, & Cybersex**



**6 CEs LPC/LCPC, LSW/LCSW, LMFT,  
Psychologists**

**Sunday, March 6, 2016 9am-4pm**

Register at [imhca.org](http://imhca.org)

# ISCA Annual Conferences

**March 11, 2016-  
Crowne Plaza Springfield, IL  
(20 workshops)**



**April 29, 2016 -  
Rosemont Conference Center  
(45 workshops)**



**Register Now!**

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# MAWI to Keynote ISCA Annual Conferences at Rosemont and Springfield Conference Theme: Student-Centered Data-Informed

## Keynote: *The Incredible Power of School Counselors*

Mawi will share his inspiring life story going from a refugee camp to Harvard University, and describe how his own school counselor played a pivotal role. Mawi will also share lessons learned on how school counselors lead and change lives, leveraging his fifteen years of work with over 1,000 school districts in more than 40 states. Prepare to be inspired and equipped with powerful tools you can use immediately to lead and impact.

Mawi Asgedom has written eight books that are read in thousands of classrooms across North America, and spoken to over 1,000,000 students and educators in more than forty states.

As a child, Mawi fled civil war in Ethiopia and survived a Sudanese refugee camp for three years. After being resettled in The United States, Mawi overcame poverty, language barriers and personal tragedy to graduate from Harvard University, where he gave the Commencement address to an audience of 30,000.

Mawi's bestselling memoir, *Of Beetles and Angels: A Boy's Remarkable Journey from a Refugee Camp to Harvard*, has been read as a one-book, one-community reading selection by thousands of schools and communities, including the cities of Philadelphia and Green Bay. His latest book, *The 5 Powers of an Educator*, helps parents and educators to recognize and leverage their power to profoundly impact the youth in their lives.



Citing the impact of Mawi's work, The Illinois Association of Teachers of English named Mawi the 2006 Illinois Author of the Year. Media outlets that have featured Mawi include:

- The Oprah Winfrey Show, "One of the Twenty Best Moments of Oprah's Career"
- ESSENCE, "One of the 40 Most Inspiring African-Americans"
- Chicago Tribune, Boston Globe, Seattle Times, Harvard Magazine, Ebony Magazine

You can learn more about Mawi's work in education at [www.MawiLearning.com](http://www.MawiLearning.com).

# What You Need to Know About the Fix to No Child Left Behind

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and represents good news for our nation's schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

The new law builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country.

For example, today, high school graduation rates are at all-time highs. Dropout rates are at historic lows. And more students are going to college than ever before. These achievements provide a firm foundation for further work to expand educational opportunity and improve student outcomes under ESSA.

The previous version of the law, the No Child Left Behind (NCLB) Act, was enacted in 2002. NCLB represented a significant step forward for our nation's children in many respects, particularly as it shined a light on where students were making progress and where they needed additional support, regardless of race, income, zip code, disability, home language, or background. The law was scheduled for revision in 2007, and, over time, NCLB's prescriptive requirements became increasingly unworkable for schools and educators. Recognizing this fact, in 2010, the Obama administration joined a call from educators and families to create a better law that focused on the clear goal of fully preparing all students for success in college and careers.

Congress has now responded to that call. The **Every Student Succeeds Act** reflects many of the priorities of this administration.

## **Does this bill ensure high standards?**

Yes. The bill affirms the path taken by 48 states and the District of Columbia to hold all students to challenging academic content standards that will prepare them to graduate from high school prepared for success in college and the workforce.

## **Does this bill move towards a smarter, more balanced approach to testing?**

Yes. As President Obama has called for, the bill encourages a smarter approach to testing by moving away from a sole focus on standardized tests to drive decisions around the quality of schools. It also does so by allowing for the use of multiple measures of student learning and progress, along with other indicators of student success to make school accountability decisions. It also includes provisions consis-

tent with the Administration's principles around reducing the amount of classroom time spent on standardized testing, including support for state efforts to audit and streamline their current assessment systems. At the same time, the bill maintains important statewide assessments to ensure that teachers and parents can mark the progress and performance of their children every year, from third to eighth grade and once in high school.

## **Does the bill create rigorous accountability for all students?**

Yes. Consistent with the Administration's proposals and policies, the bill builds on the federal-state partnerships in place in over 40 states to require meaningful goals for the progress of all students, and to ensure that every student subgroup makes gains toward college and career-readiness. States must set ambitious targets to close student achievement and graduation rate gaps among subgroups of students in order to meet their goals. In schools where too many students consistently fail to reach the goals and other indicators set by the state, school districts will ensure they receive tailored interventions and supports proportionate to the needs of those schools and the students they serve.

## **Does the bill have competitive programs to spur innovative, replicate high quality charter schools and encourage support systems for vulnerable communities?**

Yes. The bill contains competitive programs modeled after many the Administration has created and supported for years. These include a program to develop, refine, and replicate innovative and ambitious reforms to close the achievement gap in America's schools, similar to the Administration's existing Investing in Innovation (i3) program; to leverage resources to address the significant challenges faced by students and families living in high-poverty communities through the Promise Neighborhoods effort, supporting a full continuum of services from early learning through college; and to expand support for high-performing public charter schools for high-need students.

## **Does the bill include harmful portability provisions?**

No. The bill rejects so-called "portability" provisions in the original House-passed bill that would have allowed states to shift federal funds away from the schools that need them most.

Cecilia Muñoz

Assistant to the President and

Director of the Domestic Policy Council



# Every Student Succeeds Act (ESSA) was signed into Law

## THE BIPARTISAN BILL TO FIX NO CHILD LEFT BEHIND, EVERY STUDENT SUCCEEDS ACT, INCORPORATES MANY OF THE PRIORITIES THE OBAMA ADMINISTRATION PUT FORWARD:

	NO CHILD LEFT BEHIND	OBAMA ADMINISTRATION POLICIES/PROPOSALS	BIPARTISAN BILL
College- and Career-Ready Standards		✓	✓
Annual Statewide Assessments of All Students' Learning	✓	✓	✓
Innovative Local Assessment Pilot		✓	✓
Student Performance Targets and School Ratings	✓ Unrealistic and set by federal government based on tests alone	✓ State driven and based on multiple measures	✓ State driven and based on multiple measures
Accountability, Interventions and Supports for Struggling Schools	✓ One-size-fits-all federal identification and interventions	✓ State developed identification and intervention with support for bottom 5% of schools, schools where subgroups are falling behind, and high schools with high dropout rates.  Dedicated funding for lowest-performing schools	✓ State developed identification and intervention with support for bottom 5% of schools, schools where subgroups are falling behind, and high schools with high dropout rates.  Dedicated funding for lowest-performing schools
Teacher and Leader Evaluation and Support Systems Including Student Learning and Observations		✓	
Competitive Program to Evaluate and Reward Effective Educators (Based on Student Learning) in High-Need Schools	✓	✓	✓
Includes Pre-K		✓	✓
Competitive Program for Innovation and Evidence-Building		✓	✓
Competitive Program to Replicate High-Quality Charter Schools		✓	✓
Competitive Program to Encourage Wrap-Around Support Systems for Vulnerable Communities		✓	✓

# VOYCE's Groundbreaking Bill, SB 100, to Address "School-to-Prison Pipeline" Passes Illinois Legislature

Illinois Gov. Bruce Rauner signed into law what is widely considered the most sweeping effort in the nation to rein in punitive school discipline practices that have pushed disproportionate numbers of African American students out of school, typically for minor offences.

The law will officially go into effect September 2016. In the meantime, as schools open in the coming weeks, Illinois districts will start the process of reforming their harsh discipline practices.

Efforts to stop zero tolerance policies were led by Voices of Youth in Chicago Education. They are a youth organizing collaborative for education and racial justice led by students of color from community organizations across the city of Chicago.

SB 100 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.

Additionally, the bill provides struggling students with academic and behavioral supports, and promotes fairness by holding public schools and charter schools to the same standards for school discipline. The final House vote count was 73 yes – 41 no, with broad support from both Republicans and Democrats.

The effort to pass SB 100 was led by VOYCE (Voices of Youth in Chicago Education), a group of mostly high school students from Chicago. They created the bill in 2012 to address the impact of

out-of-school suspensions and expulsions on their peers and schools. For over two years, dozens of students traveled regularly to the Capitol in Springfield to educate their legislators on how disciplinary practices were pushing students out of school and into the juvenile and criminal justice systems.

Illinois has one of the widest disparities between suspended black and white students in the country, according to the Department of Education's Office of Civil Rights. In the 2012-13 school year, Chicago Public Schools issued 32 out-of-school suspensions for every 100 black students, compared to just five for every 100 white students. Overall, Illinois students lose over one million instructional days per year as a result of suspensions, expulsions and arrests.

"In schools all across our state, African-American students are disciplined more harshly than white students. As legislators, we saw that this was a serious problem—and that it required our immediate attention. We went to work engaging educators, administrators, parents, students and experts to help us build support for SB 100. Through that process and hard work, we have passed SB 100, a common sense solution to ending this disparity and making our schools safer and stronger. Thanks to SB 100, Illinois is a national leader with a model piece of legislation," said Senator Kimberly Lightford, chief sponsor of SB 100 in the Illinois Senate.

Many districts in Illinois had extremely high suspension rates. For example, there were 47 out-of-school suspensions for every 100 students in Thornton Township HSD 205 (South Holland), 36 for every 100 in Proviso Township HSD 209 (Forest Park), and 30 per 100 in Thornton Township HSD 215 (Calumet City). Extensive research shows that overly harsh discipline approaches are particularly harmful to students of color and do not promote school safety or academic achievement. Last year, the U.S. Departments of Education and Justice issued joint guidelines on school discipline practices and warned against the discriminatory use of “zero-tolerance” policies on students of color and those with disabilities. The guidelines call on school districts to focus on creating positive school climates and to use suspensions and expulsions only as a last resort.

“For Illinois, SB 100 represents a step forward, that allows schools to maintain control, while providing guidelines for schools to follow so that our students remain in school and on track to graduate,” said Representative Will Davis, chief sponsor of SB 100 in the Illinois House. “For far too long, the issue of overusing suspensions and expulsions has devastated the most vulnerable in our communities but today Illinois became a leader with SB 100 serving as a common sense solution.”

Links to this legislation is on our website [ilschoolcounselor.org](http://ilschoolcounselor.org).

From the law: Public Act: 099-0456

*(a-5) On or before September 15, 2016, each elementary and secondary school and charter school shall, at a minimum, adopt pupil discipline policies that fulfill the requirements set forth in this Section, subsections (a) and (b) of Section 10-22.6 of this Code, Section 34-19 of this Code if applicable, and federal and State laws that provide special requirements for the discipline of students with disabilities.*

*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.*

*If the board acts to expel a pupil, the written expulsion decision shall detail the specific reasons why removing the pupil from the learning environment is in the best interest of the school. The expulsion decision shall also include a rationale as to the specific duration of the expulsion.*

*(b-5) Among the many possible disciplinary interventions and consequences available to school officials, school exclusions, such as out-of-school suspensions and expulsions, are the most serious. School officials shall limit the number and duration of expulsions and suspensions to the greatest extent practicable, and it is recommended that they use them only for legitimate educational purposes. To ensure that students are not excluded from school unnecessarily, it is recommended that school officials consider forms of non-exclusionary discipline prior to using out-of-school suspensions or expulsions.*

*(b-10) Unless otherwise required by federal law or this Code, school boards may not institute zero-tolerance policies by which school administrators are required to suspend or expel students for particular behaviors.*



# Illinois School Counselors Association

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Time Sensitive Materials

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## ISCA Annual Conferences

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