



DISCIPLINE IMPROVEMENT PLAN

Per [105 ILCS 5/2-3.162](#) and [Public Act 098-1102](#), districts are required to submit a Discipline Improvement Plan. The Discipline Improvement Plan must be district board approved, placed on the district website, and submitted to ISBE by **June 1, 2022.**

DISCIPLINE IMPROVEMENT PLAN		
Name of School District/Charter School: Danville CCSD #118	School Year: 2022-2023	Board Approval Date(s): June 15, 2022
School District/Charter School Address: Dr. David Fields Administrative Service Center, 110 E. Williams, Danville, IL 61832		
Superintendent/Administrator Name: Dr. Alicia Geddis		

Discipline Improvement Plan Team

Team Leader:

Molly Bailey

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Team Members:

ISBE Discipline Plan Committee

District Instructional Leadership Team (DILT)

School Improvement Teams (SIPS)

Ownership in Education Committee

Student Support Services Personnel

Discipline Improvement Plan

1-Review of discipline data:

School District	Top 20% in Any Metrics	School Year	Suspension Rate Eligibility	Suspension Rate	Top 20% in Suspension Rate	Expulsions Rate Eligibility	Expulsions Rate	Top 20% in Expulsion Rate	Racial Disproportionality Rate Eligibility	Racial Disproportionality Rate	Top 20% in Racial Disproportionality Rate
Danville CCSD 118	Yes	2016	Yes	43.158	Yes	Yes	0.793	Yes	Yes	2.251	No
Danville CCSD 118	Yes	2017	Yes	28.696	Yes	Yes	0.651	Yes	Yes	2.088	No
Danville CCSD 118	Yes	2018	Yes	46.612	Yes	No	0.000	No	Yes	2.550	No
Danville CCSD 118	Yes	2019	Yes	29.763	Yes	No	0.000	No	Yes	2.123	No
Danville CCSD 118	Yes	2020	Yes	25.025	Yes	No	0.000	No	Yes	1.960	No
Danville CCSD 118	No	2021	No	0.000	No	No	0.000	No	No	0.000	No

Other Data:

Danville High School Discipline Data
CRDS Data

2-Data Analysis and Identified Trends:

- Behavioral incidences decreased in the 2020-2021 school year due to the COVID-19 pandemic. Most of our students were in remote learning from March 13, 2020 – June of 2021. The 2021-2022 school year has brought to light the crisis our students have been living – one where behavior regulation is most definitely an area of need.
- District 118 has been identified by ISBE as being eligible for racial disproportionality but has not been in the Top 20% of schools identified. This is an area that has also been identified in the Civil Rights Data Collection report. The plan reflects the same strategies to address this trend.
- While District 118 has really expanded alternative learning environments, (decrease in expulsion rate and incidence from 2016-2018), suspension rates remain a challenge.
- Danville High School Data shows increased incidences of loitering and cell phone infractions for the 2021-2022 school year. Physical Attack is the highest referral for expulsion. Freshman (who have not been in school in two years) hold the most discipline referrals.
- Violent behaviors (Physical attack) were noted to have increase during the 2021-2022 school year. Discussion around self-regulation was a topic among teams as students are struggling to regulate their behaviors in a structured environment.
- In looking at district CRDC data, it does not appear that students with disabilities are suspended or expelled at higher rates than their peers. Students without disabilities have much longer suspensions than that of students with disabilities. Based upon the files we reviewed, it appears that students who are Black/African American or Two or more races receive more suspensions than peers.
- In reviewing district CRDC data, *Violence without physical injury, insubordination, disrespect and drug offenses were the highest incidences.*
- It is evident when reviewing CRDC data of individual cases that teams attempt many interventions with students, but when a student becomes violent or severe disrespect, the student is more likely to be suspended.

3-Potential Action Plan to Reduce the Use of Exclusionary Discipline and/or Racial Disproportionality:

District 118 utilized PBIS Document, “Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams” (Green, Nese, McIntosh, Nishioka, Eliason, & Delabra, 2015) when creating the following strategies to limit exclusionary discipline practices and/or disproportionality.

- Utilize partnership with Dr. Kevin Tan, University of Illinois and Midwest PBIS to strengthen PBIS structures in all schools. Staff will need extensive coaching and systems development to support students who struggle with self-regulation.
- Provide extensive professional development for staff and administration on zones of behavior regulation (Special Education Support staff/District coaches).
- Provide Professional Development presented by Angela H. Mahome, M.D.
 - Dr. Mahome is a board-certified pediatric psychiatrist with expertise in ADHD and other mental health issues related to child development. For the last two-year, Dr. Mahome has worked in partnership with District 118, local pediatricians, students, and families.
 - Targeted populations include, but are not limited to nurses, teachers, school social workers and psychologists.
- Provide extensive parent training, utilizing Dr. Tan and other district resources (Community Engagement Specialist) to educate parents/guardians on self-regulation, routines, and the importance of daily attendance at school.
- Explore and develop alternatives to suspension as necessary. Refocus and Recovery rooms exist at Danville High School and North Ridge Middle School, and the district maintains a commitment to staffing and support as an alternative to suspension. Development of comprehensive curriculums for Recovery Rooms – staff with individuals who can help students learning coping skills. Structures of support need to be developed in Grades 5-6 as more disruptive and violent behaviors have manifested themselves in the upper elementary level. Implement a Refocus Room at South View Upper Elementary.
- Professional development on classroom management involving: 1) Rules 2) Procedures 3) Consequences 4) Room Arrangements 5) Building Relationships and 6) Engaging Instruction for all new teachers through the New Teacher Collaborative sessions during the year.
- Professional development (consistent and coaching) on Trauma Based Training for all educational support staff during the 2022-2023 school year Early Release Days.
- Regularly review building-level discipline data in SIP teams to ensure accuracy in reporting in SIS as well as SWISS.
- Specific instructional frameworks with Culturally Relevant Teaching indicators will be articulated consistently throughout the district schools – AVID indicators of student engagement will be monitored on a bi-weekly basis.
- Additional staff development necessary to develop staff and community understanding of equity and cultural norms of differing communities.
- Develop strategies to support staff with decompressing after a behavioral event.
- Consistent communication in all district schools regarding the role of the teacher in classroom management and administrative role.
- Consistent approach for classroom support (BIST, Buddy Rooms, etc.)
- Utilize Home Interventionists in a different way – mediate with parents and students (more of an educational role).
- Provide Parent/Student Counseling –mandate it as part of discipline resolutions.
- Continue to utilize community-based student mentoring programs (It Takes a Village) to provide students with an adult role model and support person.
- Development of restorative practices within the school (i.e. restorative circles, Peer Court, etc.) to utilize when student’s experience suspension.

- Continue education and collaborative relationships with School Resource Officers.
- Based upon the results of the internal file review, change internal procedures to include a representative from the Special Education office in any meetings that may require a removal from school qualifying as a change of placement.