

### Freeport SD 145 21-22 Student Discipline Action Plan

| <b>Root Cause 1:</b> Discipline Policies and Practices; Inconsistent training for staff on policies and procedures. Policies and levels of responses aren't restorative in nature.                     |  |  |  |   |  |                     |
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| Corrective Actions   | Person(s) Responsible  | Resources Needed   | Evidence of Implementation   | Monitor Date  | Results  | Progress Monitoring |
| 1. Annually revise and update the district-wide student discipline policy to ensure an aligned progressive discipline system by improving the specificity of the behavioral supports and consequences. | Assistant Director of Interventions and Inclusion<br><br>SEL & Family Engagement (FE) Coordinator<br><br>Parent-Teacher Advisory Committee | -Current student discipline policy<br><br>-Sample policies that are more restorative | a. Updated Discipline Handbook<br><br>b. Training for Administrators, Deans and Behavior Specialists completed.  | Monthly, throughout the school year 19-20 and 20-21 through review of discipline data | Schools regularly monitored discipline data through the utilization of Branching Minds. Although the Student Code of Conduct was revised during this timeline, it did not reflect progressive discipline practices at a rate sufficient to impact discipline data. | On-going            |
| 2. Annually provide training to administrators, deans & behavior support specialists (BSS) on the consistent implementation of the discipline handbook   | Assistant Superintendent of Equity & Curriculum<br><br>SEL & FE Coordinator  | -Revised Student Discipline Policy   | a. Training completed<br><br>b. Use of strategies and consistent practices, evidenced by a decrease in referrals | Monthly Discipline Reports in Branching Minds   | This was not implemented.  | On-going            |

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| <p>3. Limit use of Out of School Suspension at all school sites &amp; set expectations for the use of restorative approaches w/ administrators and behavior support staff.</p> | <p>Assistant Director of Interventions and Inclusion</p> | <p>Revised Student Discipline Policy</p> | <p>a. Reduction in out of school suspensions</p> <p>b. Increased use of restorative practices or alternatives to suspension</p> | <p>Monthly Discipline Reports in Branching Minds</p> | <p>Although the Student Code of Conduct includes restorative strategies for staff members to take advantage of, to date there have been no district wide restorative trainings to ensure fidelity with the strategies that have been identified. Based on the discipline data for Exclusion-Suspensions for the SY 2020, Freeport SD 145 has been identified with a suspension rate of 22.2039 and an overall rate of 10. Freeport had 808 suspensions out of a total enrollment of 3639.</p> <p>In SY 2021 Freeport SD 145 suspension rate decreased to 6.5959 with 230 suspensions out of a total enrollment of 3847. The overall rate is 7.</p> <p>Therefore, due to the amount of suspensions for</p> | <p>On-going</p> |
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|  |  |  |  |  | <p>students of color compared to white students, Freeport SD 145 is still identified as having a disproportionality rate in this exclusionary practice.</p> <p>Although this rate and the rate of suspensions for students of color compared to white students has decreased from SY 2020 to SY 20221.</p> |  |
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| <b>Root Cause 2:</b> Instruction and Assessment; Lack of integration of SEL and academic skills and implicit biases as reported by staff |  |   |   |  |   |                            |
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| <b>Corrective Actions</b>  | <b>Person(s) Responsible</b>   | <b>Resources Needed</b>   | <b>Evidence of Implementation</b>   | <b>Monitor Date</b>                          | <b>Results</b>  | <b>Progress Monitoring</b> |
| 1. Provide training to all staff on trust based relationship building to understand students and increase classroom engagement           | <p>Assistant Director of Interventions and Inclusion</p> <p>Assistant Superintendent of Equity &amp; Curriculum</p> <p>Associate Superintendent of Curriculum &amp; Instruction</p> <p>MTSS Facilitators</p> | Support: Regularly defined times to support teachers during PLC grade level meetings, District Institute Professional Development days. | <p>a. training completed</p> <p>b. use of learned strategies confirmed through classroom walkthroughs</p> <p>c. positive relationships built with students and increased learner engagement</p> | Monthly throughout the academic school year. | There is no data or evidence to support the implementation of this action at this time. | On-going                   |

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|  | Behavior Support Specialists,<br>School Social Workers,<br>Counselors,<br>Family Resource Coordinators or other trained staff members  |  |  |   |  |   |
| 2. Cultural competency training for all staff focusing on Implicit Bias, Color Blindness, and other culturally relevant topics | Assistant Superintendent of Equity & Curriculum<br><br>Associate Superintendent of Curriculum & Instruction<br><br>Equity Steering Committee Members<br><br>Equity Teams at school sites | Book: Why Are All the Black Kids Sitting Together in the Cafeteria?<br><br>Educational articles from various sources, i.e. Teaching Tolerance, Education Week, etc.<br><br>Equity outside Consultant | a. training completed<br><br>b. Increased knowledge and understanding of cultures as evidenced by improved relationships with students and families, PLC conversations, increased use of learned strategies in the classroom confirmed by walkthroughs | Monthly through Equity Steering Committee Meetings  | Training was provided to the Equity Steering Committee regarding "Colorblindness". The Equity Steering Committee also received development on implicit bias. There is lack of evidence to support the development of school based equity teams at this time. A book study was conducted. | On-going                                |
| 3. Train all staff PreK-12 in the implementation of evidence-based program to teach SEL skills                                 | Assistant Superintendent of Equity<br><br>SEL & FE Coordinator<br><br>Counselors<br><br>Social Workers   | Digital Curriculum for Second Step<br><br>Second Step (Pk-8) training<br><br>School Connect (9-12)<br><br>Why Try Curriculum (Social Workers)<br><br>Crisis Prevention Intervention (CPI)            | a. training completed<br><br>b. use of language and learned strategies in classrooms evidenced by walkthroughs/evaluations<br><br>c. Enhancement in student skills in areas of empathy,  | Monthly throughout the first semester of school through walkthroughs (all) and on-line completion lists (grades 6-8)<br><br>Monthly throughout the academic school year after high school adoption. | Second Step is currently being used as the Tier 1 social emotional curriculum for Freeport School District 145. "Why Try" Curriculum is being taught regularly at Freeport Middle School, Jones-Farrar, Empire Elementary School, and the  | On-going (most staff have been trained) |

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|  |  | (Verbal-de-escalation) | impulse control, communication and decision-making and relationships with school communities. |  | alternative placement program for grades 5-12.<br><br>CPI Training is not implemented consistently |  |
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| <b>Root Cause 3:</b> Interventions and Referrals; Identified researched based interventions but inconsistent implementation in schools, deficits in classroom management. |   |   |   |  |  |                            |
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| <b>Corrective Actions</b>   | <b>Person(s) Responsible</b>  | <b>Resources Needed</b>   | <b>Evidence of Implementation</b>   | <b>Monitor Date</b>  | <b>Results</b>   | <b>Progress Monitoring</b> |
| 1. Provide ongoing training to all staff in implementation of PBIS school-wide and classroom practices w/ targeted goals  | Assistant Superintendent of Equity & Curriculum<br><br>Assistant Director of Interventions and Inclusion<br><br>SEL & FE Coordinator<br><br>Behavior Support Specialists<br><br>PBIS Tiered Coaches | District PBIS Manual<br><br>District MTSS Guidebook<br><br>Training Slide Decks created by district coordinators and Midwest PBIS Association | a. Training completed<br><br>b. Use of PBIS strategies throughout school and classrooms as evidenced by walkthroughs, matrices and posters.<br><br>c. Tiered Fidelity Inventory (TFI)<br><br>d. Self Assessment Survey (SAS)<br><br>e. Revision of MTSS Handbook to a Guidebook | August/January Kick Off Meetings<br><br>Monthly Walkthroughs<br><br>Spring Semester TFI<br><br>Fall and Spring SAS | The District PBIS Manual was utilized to support PBIS Coaches.<br><br>The MTSS Guidebook was revised/updated | On-going                   |

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| <p>2. Enhancements of internal data systems through the implementation of a data dashboard to monitor tier 2&amp;3 interventions. Train staff in use of dashboard Branching Minds</p> | <p>Assistant Director of Interventions and Inclusion</p> <p>Assistant Director of Instruction and Supports</p> <p>MTSS Facilitators</p> <p>Behavior Support Specialists</p> | <p>Branching Minds</p> | <p>a. Training completed for administrators, specialists, and teachers at the K-6 level</p> <p>b. Use of the new system confirmed through logins, meetings, PLC Discussions.</p> <p>c. All tiers 2 and 3 intervention plans documented and progress monitored in Branching Minds.</p> <p>d. Parent communication and meeting agendas logged/uploaded into Branching Minds</p> <p>E. MTSS teams meet regularly to problem solve and analyze progress monitoring data to make decisions on what is best for students (intensify/deintensify) on a regular basis</p> | <p>Fall 2021<br/>MTSS<br/>Facilitators</p> <p>Spring 2021<br/>Deans,<br/>Behavior<br/>Support<br/>Specialists</p> | <p>There was a transition to a new data system:<br/>Branching Minds</p> <p>Training for MTSS Facilitators and Behavior Support Specialists, Reading Specialists, Math Specialists and MTSS Leadership team members were provided and are ongoing every year</p> | <p>On going training</p> <p>2020-2021</p> <p>2021-2022</p> |
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| <p>3. Train all staff in restorative discipline practices, such as community circles (K-8) &amp; peer mediation (9-12)</p> | <p>Assistant Director of Interventions and Inclusion</p> <p>SEL &amp; FE Coordinator</p> <p>Building Principals</p> <p>Behavior Support Specialists</p> | <p>Book: Hacking School Discipline</p> <p>Restorative Justice Rubric</p> <p>Possible outside consultant</p> | <p>a. Book Study completed</p> <p>b. Training completed</p> <p>c. Use of restorative rubric</p> | <p>Monthly throughout school year 2021-2022</p> | <p>This component of the plan was not implemented with fidelity during the 21-22 school year.</p> <p>Carl Sandburg conducted a book study with Hacking School Discipline.</p> | <p>On-going</p> |
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|  | School<br>Counselors/<br>Social<br>Workers |  |  |  |  |  |
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