



**Significant Disproportionality/Student Discipline  
CCEIS Plan  
Freeport School District #145  
June 1, 2022**

**Introduction**

ISBE has Freeport School District #145 as meeting the threshold of significant disproportionality for discipline, specifically African American students who have a higher rate of suspensions of ten or more days as compared to other racial groups. The district exceeded the threshold of 4.0 in the risk ratio for this group in 2017-2018, 2018-2019, 2019-2020 and 2021-2022. As a result, the district has developed an action plan to address this disproportionality.

Based on the Illinois School Board of Education discipline data for Exclusion-Suspensions for 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. 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.

Therefore, due to the amount of suspensions for students of color compared to white students, Freeport SD 145 is still identified as having a disproportionality rate in this exclusionary practice. It is noted that the rate of suspensions for students of color compared to white students has decreased from SY 2020 to SY 2021.

**Root Cause Analysis and Self Assessment**

Through a self-assessment and analysis of our discipline, the district determined the following conclusions from the data.

When considering the data related to students with and without a disability the data showed there was a higher rate of suspension for students with disabilities being suspended than for students without disabilities. The data reflects more than one student being suspended between grades 6-10 as compared to students without disabilities who had multiple students suspended in grades 7-11 but the rate was lower due to the number of overall students. In addition, no EL students with disabilities had any suspensions or expulsions.

When looking at the attendance centers, the district identified the middle level and high school students with IEPs as experiencing higher levels of suspension rates as compared to students without disabilities. A pattern noted was an increase of disciplinary actions in the middle level and high school for students

with and without disabilities, and a decrease in discipline for students in grades 11 and 12 for both groups.

Next was an analysis of race/ethnicity discipline distribution throughout the district. The district noted a higher rate of suspension/expulsions for Black and Hispanic students with disabilities, and most suspensions involved violence without physical injury, insubordination or disruptive conduct for these subgroups.

Continuing with the analysis, the district team examined how particular grades experienced disciplinary action that warranted suspensions/expulsions. Here the team determined from the data students in grades 6-10 who had a disability had a higher rate of suspensions as compared to students without disabilities in the same grades. The team also determined a pattern for removals was for physical aggression, but the team also summarized the students may be lacking skills to resolve situations/problems before they escalate. There appears to be a need for supporting regulation of emotions.

In addition, students with a specific learning disability have the higher rate of suspensions as compared to other disability groups. However it was also noted students with SLD, ED and OHI were suspended at a higher rate but no clear pattern was determined.

Finally, the team analyzed the distribution of particular offenses across the district to determine whether there was a particular offense that resulted in a higher rate of suspension. The team concluded violence without physical injury had the highest rate for suspension for students with disabilities, but the team recommended looking at a larger sample size of students than the files reviewed in this process.

The district has developed an action plan that will address the discipline disparities as well as a CCEIS plan that will allow for earlier intervention with students to alleviate the risk of suspension. The action plan addresses the three root causes as well as targeting special education policies and procedures for the district that includes training for staff and administrators.

The team went on to analyze the results of the record reviews for students with disabilities who had suspensions/expulsions of greater than 10 days in a school year with respect to the development and implementation of IEPs. The process appears to have been followed as recorded in IEP meeting notes and MDR paperwork. No patterns of behaviors were observed. Conclusions could not be found in the file review to establish a clear determination if positive supports were in place. Behaviors were not related to the disability. And finally all procedural safeguards were and are in place.

With this analysis of discipline in the district for students with disabilities, the following areas were determined as root causes for the disproportionality:

- Inconsistencies of common language for behavioral expectations throughout the district;
- Inconsistencies for re-engagement opportunities of students after suspensions (in school and out of school);
- Inconsistent use/opportunity for restorative practices as well as lack of staff understanding of restorative practices;
- Lack of staff understanding of cultural differences and implicit bias in relation to student discipline.

## **Services, Support, Interventions and Measurements**

A Comprehensive Coordinated Early Intervention Services (CCEIS) plan has been developed to include the services and training listed below. The intervening services will target students with pronounced social emotional needs which in turn will help students engage more in the classroom. In addition, further support for staff is also key to the reinforcement of acceptable behaviors and reengagement of students. And lastly, staff understanding of cultural differences and implicit bias will also be part of this plan to help staff understand the students in front of them. Each of these services will be measured through staff and student participation (attendance), discipline referrals will decrease, reduction in behaviors that warrant physical engagement by staff/temporary removal of students, and increased use of culturally appropriate approaches in the classroom/building.

- The following are services and materials will be put in place to support students and staff:
  - *Zones of Regulation* curricular materials and training for teachers, staff and administrators; materials for teachers; and student materials. Training will take place in August 2022.
  - *Why Try? SEL Curriculum* training for school social workers, counselors, behavior support specialists, paraeducators and teachers. Training will take place in the fall 2022.
  - *EPIC - Early Prevention In the Community*. Early intervention therapy for at-risk children, children are referred by school and school social workers for additional support.
  - *CPI (Crisis Prevention Intervention)* training to allow all staff skills for de-escalating situations that arise in our buildings with and among students, for all staff (certified and classified) throughout the district. These trainings will take place in August 2022 New Teacher Training Academy and Teacher Institute, October 2022 Teacher Institute Day, and March 2023 Teacher Institute Day. Additional training and refresher courses will occur on School Improvement Days throughout the year.
  - *Inclusive and Culturally Responsive Classroom Training* - all staff -materials and presenters.
  - The hiring of an *Assistant Director of Interventions and Inclusion* to oversee and assess student behaviors and discipline practices to provide safeguards against disproportionate exclusionary practices in the areas of suspensions and expulsions with students of color compared to white students.

## **Student Tracking and Reporting**

All students in grades 6-12 will be provided instructional social emotional support through the Why Try curriculum implemented by social workers, counselors, paraeducators and behavior support specialists. Quarterly updates will be conducted to determine the number of students responding to the program as well as students who may require more intensive support.

Students in grades 6 - 12 will be identified through discipline data (classroom and building) and teacher recommendations in order to help close the mentorship gap and drive equity through quality mentoring relationships for students. Quarterly updates will be conducted to determine the number of students identified and the mentoring supports put in place.