



District Discipline Improvement Plan

Per [105 ILCS 5/2-3.162](#) and [Public Act 098-1102](#), districts are required to submit a Discipline Improvement Plan.

Rockford Public School District #205

School Year: 2022-2023

Board Approval Date: April 12, 2022

School District Address: 501 S. 7th Street, Rockford, IL 61104

Superintendent Name: Dr. Ehren Jarrett

District Discipline Improvement Plan Team

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Review of Discipline Data

The Illinois State Board of Education (ISBE) requires school districts that fall within the top 20% of each or all of the following metrics to create a reduction plan: Suspension Rate, Expulsion Rate, and Disproportionality Rate. Rockford Public Schools suspension rate continues to fall within the top 20% of school districts within the State of Illinois; however, Expulsion and Racial Disproportionality Rates have not been identified in the top 20%. It is important to recognize that in the school year 2020, the district as well as all other districts across the state went to remote instruction due to the COVID-19 pandemic. In addition, during the 2021 school year, districts were allowed to continue to provide remote learning as well as in-person instruction. Data trends within these years were carefully considered in comparison to non-COVID years.

As a district that has been identified in the Top 20% of Suspension Rate the district is required to review discipline data and create a plan identifying the strategies the school district will implement to reduce the use of suspension. Suspension, as defined by the Illinois State Board of Education, refers to out-of-school suspension.

In addition to the review of this data, the district is required to review and/or revise the Student Code of Conduct at least annually. Suspension rate data, as well as expulsion and racial disproportionality data were reviewed by the Code of Conduct Revision Team. As a result, the Student Code of Conduct was comprehensively revised to reduce exclusionary practices, support students at-risk, provide school-based interventions, and reduce the removal of students to alternative programs due to disciplinary infractions.

Rockford Public School District Suspension Data					
School Year	Total Enrollment	Total Suspensions	Suspension Rate	Top 20% in Suspension Rate	Suspension Rate Rank
2016	28567	7680	26.8842	Yes	20
2017	28664	6576	22.9417	Yes	16
2018	28697	7141	24.8841	Yes	18
2019	29099	7355	25.2758	Yes	17
2020	28857	5133	17.7877	Yes	13
2021	26089	855	3.2772	No	42
Data source: https://www.isbe.net/Pages/School-Discipline.aspx					

Rockford Public School District Expulsion Data					
School Year	Total Enrollment	Total Expulsions	Expulsion Rate	Top 20% in Expulsion Rate	Expulsion Rate Rank
2016	28567	58	0.203	No	10
2017	28664	22	0.077	No	8
2018	28697	81	0.282	No	7
2019	29099	62	0.213	No	5
2020	28857	34	0.118	No	3
2021	26089	No Data	No Data	No Data	No Data
Data source: https://www.isbe.net/Pages/School-Discipline.aspx					

Rockford Public School District Disproportionality Data				
School Year	Total Enrollment	Racial Disproportionality Rate	Top 20% in Disproportionality Rate	Disproportionality Rate Rank
2016	28567	2.1698	No	142
2017	28664	2.4262	No	106
2018	28697	2.2864	No	126
2019	29099	2.3169	No	114
2020	28857	2.266	No	107
2021	26089	1.6691	No	68
Data source: https://www.isbe.net/Pages/School-Discipline.aspx				

Data Analysis and Identified Trends

The Student Code of Conduct Revision Team analyzed multiple data points to identify current policies and procedures outlined in the code of conduct that might be contributing to a high suspension rate across the district. The team identified areas within the current code of conduct and our internal procedures which needed to be addressed: progression of discipline, alignment of the code of conduct to a tiered system of support for students, transition support for students as they return from alternative learning sites, data review, and administrator support. The 2022-2023 Student Code of Conduct has been revised to reflect the district philosophy of student support during the school day as opposed to the use of exclusionary discipline to the greatest extent possible.

Progression of Discipline

Prior to the 2022-2023 school year, the Student Code of Conduct was divided into elementary and secondary levels. Our analysis of each level separately and combined identified a sharp increase in the use of out-of-school suspension at a lower threshold of disciplinary infractions from elementary to secondary. For example, students in the secondary setting, per the code of conduct, could be subject to out-of-school suspension for the same infraction as an elementary school student who would not be suspended out-of-school. The revision team combined levels to create a K-12 Student Code of Conduct. Consistency across the district, and as students progress from year to year, is essential in order for parents and students to have a clear understanding of conduct expectations.

A critical revision was the reduction in the allowable length of both in-school and out-of-school suspension. Establishing proactive intervention as a component of exclusionary practices places a stronger reliance on intervention strategies rather than exclusionary practices.

As you can see below, the number of allowable suspension days has been reduced.

Student Code of Conduct Revision Comparison

TIER	Elementary 2021-2022 School Year	Secondary 2021-2022 School Year	Revised 2022-2023 Code of Conduct
1	<p>In-school suspension = maximum 3 days</p> <p>Out-of-school suspension = not allowable</p> <p>Max. days = 3</p>	<p>In-school suspension = maximum 3 days</p> <p>Out-of-school suspension = not allowable</p> <p>Max. days = 3</p>	<p>In-school suspension = not allowable</p> <p>Out-of-school suspension = not allowable</p> <p>Must use proactive, prosocial strategies.</p> <p>Max. days = 0</p>
2	<p>In-school suspension = 1-3</p> <p>Out-of-school suspension = 1-3 days AND includes 1-3 days of in-school suspension upon return)</p> <p>Max. days = 6</p>	<p>In-school suspension = 1-3 days</p> <p>Out-of-school suspension = 1-3 days AND includes 1-3 days of in-school suspension upon return)</p> <p>Max. days = 6</p>	<p>In-school suspension = 1- 3 days</p> <p>Out-of-school suspension = not allowable</p> <p>Max. days = 3</p>
3	<p>In-school suspension = not an option</p> <p>Out-of-school suspension = 1-3 days AND includes 1-3 days of in-school suspension upon return)</p> <p>Max. days = 6</p>	<p>In-school suspension = not an option</p> <p>Out-of-school suspension = 4-10 days AND includes 1-3 days of in-school suspension upon return)</p> <p>Max. days = 13</p>	<p>In-school suspension = 1-3 days</p> <p>Out-of-school suspension = 1-3 days</p> <p>Max. days = 3</p>
4	<p>In-school suspension = not an option</p> <p>Out-of-school suspension = 1-3 days AND includes 1-3 days of in-school suspension upon return)</p> <p>Max. days = 10</p>	<p>In-school suspension = not an option</p> <p>Out-of-school suspension = 10 days AND includes 1-3 days of in-school suspension upon return)</p> <p>Max. days = 13</p>	<p>Out-of-school suspension = 4-10 days</p> <p>Max. days = 10</p>

Another area of concern was the differing language of an infraction as it became more egregious within the code. Infraction categories changed from level to level. For example, consecutive fights were not labeled fighting 1, fighting 2, etc., and changed from fighting to multiple infractions. Analyzing behavior and creating intervention strategies related to skill deficits is difficult when patterns of behavior are not identified. Creating progressive discipline language can only assist school teams when identifying the need for student support.

Alignment of discipline infractions to a tiered system of support:

The revision team determined the need for structure while allowing schools the flexibility to implement individualized support to students or support to groups of students. Currently, interventions are listed in a non-exhaustive list, providing little direction and overwhelming school support teams. The revision team created a structure of intervention support at each of the four levels within the code of conduct. For example, level one requires skill building activities, and level three requires an intervention plan with a minimum of 4-6 intervention sessions.

Transition Support

Recidivism trends were discussed and analyzed. Although few students have been expelled more than one time, the need for supportive reintegration plans and student progress monitoring was identified. A new position has been created to support students and families as they transition to and from alternative learning environments.

Data Cycles and Support

Currently, office disciplinary referrals are not analyzed to determine trends within the building. Analyzing trends will allow building leaders to implement strategies to increase prosocial behavior while maintaining a high level of behavioral expectations. In addition, district-level teams will work with schools to analyze and implement proactive strategies to reduce conduct infractions, using the following discipline data: in-school suspension, out-of-school suspension, infraction type, infraction locations and times, social-emotional survey data, and expulsion offenses.

Action Plan to Reduce the Use of Exclusionary Data

The Student Code of Conduct was comprehensively revised to reduce the use and length of suspension. Internal review and procedures have also been revised and include the following:

1. Monthly review of discipline data to identify trends at each school.
 - a. The data team will work with school administration to identify disciplinary infraction trends at their building, such as areas of the building and times of the day with high disciplinary incidents, and collaborate to implement strategies to reduce discipline.
 - b. Work with the building administration to identify additional social-emotional or behavioral supports that cannot be provided by current school personnel.
 - c. Monitor the use of exclusionary data by subgroup.

- d. Monitor and review the use of interventions and restorative practices to build staff capacity and determine additional professional development needs.
2. Monthly review of discipline data to identify trends district-wide.
 - a. The Student Services Team will review and share discipline data trends with cabinet members.
 - b. The Student Services Team will collaborate with the Curriculum Team to identify intervention trends to improve district-wide implementation of a tiered system of student support.
 3. Mandatory entry and progress monitoring of intervention plans.
 - a. School teams are required to monitor student progress and adjust support when students are not responding to interventions.
 4. The Program Administrator for Student Services will support students returning from alternative learning sites. This position will collaborate with the school support team to create an intervention plan and progress monitor student success for the first 4-6 weeks of reintegration.