URBANA SD 116 DISCIPLINE IMPROVEMENT PLAN

(This template is an example to assist in guiding your process. The Discipline Improvement Plan may be combined with other improvement plans required under federal and state law.)

Per 105 ILCS 5/2-3.162 and Public Act 098-1102, districts identified on the Top 20% Exclusionary Discipline list are required to submit a Discipline Improvement Plan. The Discipline Improvement Plan must be approved by the district board, placed on the district website, and submitted to ISBE by February 1, 2023.

<table>
<thead>
<tr>
<th>DISCIPLINE IMPROVEMENT PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of School District/Charter School: Urbana School District 116</td>
</tr>
</tbody>
</table>

Link to district website where plan is posted:

School District/Charter School Address:
1101 E. University Suite B, Urbana, Illinois 61802

Superintendent/Administrator Name:
Dr. Jennifer Ivory-Tatum

**Discipline Improvement Plan Team**

Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.

Team Leader: Kim Norton, Assistant Superintendent of Student Learning, knorton@usd116.org

Team Members:
- Dr. Brandon L. Caffey, Director of Diversity, Equity, and Inclusion, Bcaffey@usd116.org
- Todd Taylor, Assistant Superintendent of Student Services, Ttaylor@usd116.org
- Tonya Dieken, Director of ESSER grants and Student Engagement, Tdieken@usd116.org

Click or tap here to enter text.
Recommended Steps to Consider when Creating the Discipline Improvement Plan

1-Review of discipline data:
Please go to the ISBE School Discipline webpage to find district data-level data. Districts/charter schools may also consider any other relevant data, e.g., district’s Illinois Report Card (student and teacher demographics, attendance rates, graduation rates, student mobility rates, academic progress, etc.), Survey of Learning Conditions (5 Essentials Survey or other approved survey) and any other local data.

2-Next steps:
Data Analysis and Identified Trends:
Illinois law requires that the Illinois State Board of Education (ISBE) identify school districts or state authorized charter schools that utilize exclusionary disciplinary measures more often than other districts. Specifically, Section 2-3.162 of the School Code requires ISBE to determine the top 20 percent of school districts in the following metrics:

1. Total number of out-of-school suspensions divided by the total district enrollment by the last school day in September for the year in which the data was collected, multiplied by 100.
2. Total number of out-of-school expulsions divided by the total district enrollment by the last school day in September for the year in which the data was collected, multiplied by 100.
3. Racial disproportionality, defined as the overrepresentation of students of color or white students on October 1st of the school year in which data are collected, with respect to the use of out-of-school suspensions and expulsions, which must be calculated using the same method as the U.S. Department of Education’s Office for Civil Rights.

School districts and state authorized charter schools that are identified in the top 20 percent of any of the metrics described above for three consecutive years are required to submit a plan identifying the strategies the school district will implement to reduce the use of exclusionary disciplinary practices or racial disproportionality or both, if applicable.

Urbana School District 116: Out of School Suspension Data:

<table>
<thead>
<tr>
<th>School Year</th>
<th>Suspension Rate Eligibility</th>
<th>Total Enrollment</th>
<th>Total Suspensions</th>
<th>Suspension Rate</th>
<th>Top 20% in Suspension Rate</th>
<th>Suspension Rank Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>Yes</td>
<td>4499</td>
<td>736</td>
<td>16.3592</td>
<td>Yes</td>
<td>49</td>
</tr>
<tr>
<td>2017</td>
<td>Yes</td>
<td>4470</td>
<td>336</td>
<td>7.5168</td>
<td>Yes</td>
<td>94</td>
</tr>
<tr>
<td>2018</td>
<td>Yes</td>
<td>4344</td>
<td>398</td>
<td>9.1621</td>
<td>Yes</td>
<td>90</td>
</tr>
<tr>
<td>2019</td>
<td>Yes</td>
<td>4349</td>
<td>667</td>
<td>15.3369</td>
<td>Yes</td>
<td>35</td>
</tr>
<tr>
<td>2020</td>
<td>Yes</td>
<td>4255</td>
<td>431</td>
<td>10.1293</td>
<td>Yes</td>
<td>45</td>
</tr>
<tr>
<td>2021</td>
<td>Yes</td>
<td>4002</td>
<td>10</td>
<td>0.2499</td>
<td>No</td>
<td>183</td>
</tr>
<tr>
<td>2022</td>
<td>Yes</td>
<td>4208</td>
<td>904</td>
<td>21.4829</td>
<td>Yes</td>
<td>18</td>
</tr>
</tbody>
</table>

Urbana School District 116 was identified in the top 20% of school districts for the number of issued out-of-school suspensions consistently for the past 7 years except for the Covid-19 impacted academic school year of 2020-2021. For the 2021-2022 academic school year, the district experienced a significant increase of exclusionary practices, specifically out-of-school suspensions. The 904 out-of-school suspensions experienced in 2022 was a 22% increase in suspensions over our previous high in 2016 (736) and 35% increase compared to 2019 (667).

Urbana School District 116: Racial Disproportionality Rate [E: Expulsion S: Suspension]

<table>
<thead>
<tr>
<th>School Year</th>
<th>RD Rate Eligibility</th>
<th>Total White Students</th>
<th>Total Students of Color</th>
<th>E/S White Students</th>
<th>E/S Students of Color</th>
<th>Racial Disproportionality Rate</th>
<th>Top 20% Rate</th>
<th>Disproportionality Rate Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>Yes</td>
<td>1596</td>
<td>2903</td>
<td>88</td>
<td>648</td>
<td>4.0508</td>
<td>Yes</td>
<td>32</td>
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<tr>
<td>2017</td>
<td>Yes</td>
<td>1537</td>
<td>2933</td>
<td>52</td>
<td>284</td>
<td>2.8639</td>
<td>Yes</td>
<td>70</td>
</tr>
<tr>
<td>2018</td>
<td>Yes</td>
<td>1455</td>
<td>2889</td>
<td>34</td>
<td>364</td>
<td>5.3846</td>
<td>Yes</td>
<td>23</td>
</tr>
<tr>
<td>2019</td>
<td>Yes</td>
<td>1378</td>
<td>2971</td>
<td>77</td>
<td>590</td>
<td>3.5539</td>
<td>Yes</td>
<td>41</td>
</tr>
<tr>
<td>2020</td>
<td>Yes</td>
<td>1300</td>
<td>2955</td>
<td>64</td>
<td>368</td>
<td>2.5296</td>
<td>No</td>
<td>92</td>
</tr>
<tr>
<td>2021</td>
<td>Yes</td>
<td>1183</td>
<td>2819</td>
<td>1</td>
<td>9</td>
<td>3.7769</td>
<td>Yes</td>
<td>11</td>
</tr>
<tr>
<td>2022</td>
<td>Yes</td>
<td>1176</td>
<td>3032</td>
<td>90</td>
<td>814</td>
<td>3.5080</td>
<td>Yes</td>
<td>46</td>
</tr>
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</table>
Urbana School District 116 was identified in the top 20% of school districts for racial disproportionality for the past 7 years excluding the 2019-2020 academic school year. While minoritized students comprise the majority of students in our school district (70%), students of color are consistently suspended and expelled at a significantly higher rate than students who identify as White. In 2022, minoritized students accounted for 72% of the total student enrollment and 90% of the students subjected to exclusionary practices, specifically suspensions and expulsions. From 2016 through 2022, Urbana School District has averaged a disproportionality rate of 3.6668. Our lowest disproportionality rate of 2.5296 in 2020 was likely a result of the effects of Covid-19 pandemic.

3. Has your district completed implicit bias training as required by PA 100-0014? Have you incorporated the Diversity Equity and Inclusion Provider Evaluation Tool? If you did, what are your thoughts regarding your current implicit bias training (e.g., effective or ineffective)?

Yes, our district has completed implicit bias training as required by PA 100-0014. Our district partnered with Systemic Equity, LLC to provide implicit bias training to our entire school district. When selecting our provider, we intentionally utilized the Diversity, Equity, and Inclusion provider evaluation tool to evaluate the organization on its ability to help us facilitate a comprehensive equity audit, provide in-house professional learning for faculty and staff to develop an equity action for future evaluation of current and developing DEI trainings and initiatives.

4. Potential Action Plan to Reduce the Use of Exclusionary Discipline and/or Racial Disproportionality: (Goal/Objective, Strategy/Action, Timeframe, Responsible Individual(s), Success Criteria, and Method of Evaluation)

   I. The following action plan will be utilized for the 2022-2023 academic school year to reduce the use of exclusionary discipline and/or racial disproportionality:

   II. Each school will collect and examine discipline data trends available through our MTSS/PBIS systems to:

       ▪ Formulate clear and concise action steps to address and reduce trends
       ▪ Develop and implement culturally relevant strategies with systemic monitoring plans
       ▪ Identify strengths and opportunities for improvement

   III. Hire a Board-Certified Behavior Analyst

   IV. Align roles of Student Engagement Advocates, Student Interventionist, and Student Relations Supervisors

   V. Each school and/or department will utilize our data information system (Skyward) in conjunction with the Panorama platform, to triangulate academic, attendance, social-emotional, and disciplinary data to examine root causes to determine appropriate interventions for students.

   VI. The District Equity Leadership Team (DELT) will implement the Equity Action Plan and address the systemic recommendations from the findings of our comprehensive, district-wide equity audit which will conclude in the Spring of 2023.

   VII. Each school will develop a course of action to address and reduce recidivism for students identified as Tier 2/Tier 3 repeat offenders of school rules/expectations which has led to the use of exclusionary practices. The course(s) of action can include but is not limited to:

       ▪ Restorative Circles / Practices
• Explore and implement restorative alternatives to suspension (Abeyance contracts / community service initiatives)
• Peer-to-Peer Mentoring programs
• Professional development on classroom management / discipline strategies
• Professional development on Trauma Based Training for certified and non-certified staff
• Provide professional development for staff/administration on zones of behavior regulation

• USD116 has developed an after-school program to meet the needs of students at the secondary level with the Illinois Freedom Schools Grant. The After School Freedom Schools (FS) Program is a new middle school and high school program that focuses on teaching and fostering black excellence, culturally responsive social/emotional learning, restorative practices/conflict resolution, financial literacy, and civic engagement through service-learning projects in the community. The program will focus on recruiting Urbana High School and Urbana Middle School students, particularly African American and other students of color. FS partners with community agencies, such as CU Trauma & Resilience Initiative and the Youth and Family Peer Support Initiative, to provide support groups related to social/emotional learning for students and families. Students who have experienced trauma and/or been involved in school and/or community discipline and violence will be intentionally recruited to be a part of this program.

• USD116 has developed a part time alternative day program for students at the secondary level. Students who have had limited success at the middle school and high school level with academics/grades, behavior/discipline, and/or attendance may be referred to the Alternative Education Program. The goal of the program will be to provide an individualized learning opportunity for specific times of the day to address their academic, social/emotional, and behavior needs.

VIII. Develop and implement culturally responsive teaching strategies/pedagogies among teaching staff and culturally responsive leadership practices for administrators.

IX. Recruit and retain a representational number of BIPOC (Black, Indigenous People of Color) teachers and staff.

X. District leadership, including building level administrators & members of the District Equity Leadership Team, will meet annually to review discipline data to ensure that students are disciplined without discrimination or because of implicit/explicit bias based on race, color, national origin, gender, sexual orientation, ability status, or other protected group/status. The review will include a systemic review of all disciplinary policies and procedures.