

To: Lyons Township High School District #204 Board of Education

From: Leslie Owens, Director of Student Services

Date: Monday, May 16, 2022

Re: Illinois State Board of Education Discipline Improvement Plan

Illinois law requires that the Illinois State Board of Education (ISBE) identify school districts that utilize exclusionary disciplinary measures more often than other districts. Specifically, [Section 2-3.162 of the School Code](#) requires the Illinois State Board of Education (ISBE) to determine the top 20 percent of school districts in the following metrics:

- Suspension Rate as calculated by the total number of out-of-school suspensions divided by the total district enrollment, multiplied by 100.
- Expulsion Rate as calculated by the total number of out-of-school expulsions divided by the total district enrollment, multiplied by 100.
- Racial disproportionality, defined as the overrepresentation of students of color or white students in comparison to the total number of students of color or white students, with respect to the use of out-of-school suspensions and expulsions.

Lyons Township High School District #204 was identified as being in the top 20 percent for the racial disproportionality metric within one of the last three years (2020) and in four out of the last six years (2016, 2017, 2018, 2020). As a result, the district is required to submit a Discipline Improvement Plan until the district is **not** within the top 20 percent of any of the three metrics for three consecutive years.

The purpose of the ISBE Discipline Improvement Plan is to examine district discipline data and identify actions and strategies the school district will implement to reduce the use of exclusionary disciplinary practices or racial disproportionality or both, if applicable.

In response to the request of the Board of Education at the 5/9/22 Committee of the Whole meeting, disaggregated exclusionary discipline data by racial/ethnic group and the top 3 infractions for each year (2016 – 2020) has been added to the Discipline Improvement Plan.

The information below contains the full Discipline Improvement Plan, which we propose be submitted to the Illinois State Board of Education.

#### Recommended Action

We recommend the Board of Education approve the Discipline Improvement Plan, as presented.



**DISCIPLINE IMPROVEMENT PLAN TEMPLATE**

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: Lyons Township District 204	School Year: 2021-22	Board Approval Date(s): May 16, 2022
School District/Charter School Address: 100 S. Brainard Ave. La Grange, IL 60525		
Superintendent/Administrator Name: Dr. Brian P. Waterman		
<b>Discipline Improvement Plan Team</b>		
Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.		
<b>Team Leader:</b> Jennifer Tyrrell, Principal, <a href="mailto:jtyrrell@lths.net">jtyrrell@lths.net</a>		
<b>Team Members:</b> Kevin Brown, Associate Principal, <a href="mailto:kwbrown@lths.net">kwbrown@lths.net</a> Adam Davis, Assistant Principal, <a href="mailto:adavis@lths.net">adavis@lths.net</a> Kelly Dostal, Assistant Principal, <a href="mailto:kdostal@lths.net">kdostal@lths.net</a> Greg Gardner, Associate Principal, <a href="mailto:ggardner@lths.net">ggardner@lths.net</a> Darrell Mathis, Assistant Principal, <a href="mailto:dmathis@lths.net">dmathis@lths.net</a> Leslie Owens, Director of Student Services, <a href="mailto:lowens@lths.net">lowens@lths.net</a> Bryan Radavich, Assistant Principal, <a href="mailto:bradavich@lths.net">bradavich@lths.net</a> Jennifer Rowe, Director of Equity and Belonging, <a href="mailto:jrowe@lths.net">jrowe@lths.net</a>		

## Recommended Steps to Consider when Creating the Discipline Improvement Plan

### 1-Review of discipline data:

LTHS - SUSPENSION RATE				
YEAR	Top 20%	RATE	TOTAL RATE RANGE	RANK
2016	No	2.642	80.2 – 0.27	375/533
2017	No	2.919	113.3 – 0.19	253/474
2018	No	2.480	113.8 – 0.21	357/535
2019	No	3.566	75.6 – 0.15	284/521
2020	No	2.604	31.7 – 0.25	293/484
2021	<i>District 204 was not eligible for the Suspension Metric in 2021*</i>			
LTHS - EXPULSION RATE				
YEAR	TOP 20%	RATE	TOTAL RATE RANGE	RANK
2016 - 2021	<i>District 204 was not eligible for the Expulsion Metric from 2016 – 2021**</i>			
LTHS - RACIAL DISPROPORTIONALITY RATE				
YEAR	TOP 20%	RATE	TOTAL RATE RANGE	RANK
2016	Yes	4.507	16.4 – 0.0	25/381
2017	Yes	3.119	30.5 – 0.0	59/348
2018	Yes	3.692	28.8 – 0.0	46/401
2019	No	2.246	11.7 – 0.0	125/391
2020	Yes	3.851	10.8 – 0.0	43/370
2021	<i>District 204 was not eligible for the Racial Disproportionality Metric in 2021***</i>			

### Suspension Rate

Calculation: 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 data was collected, multiplied by 100.

\*Eligibility: 10 or more out-of-school suspension for a given school year.

### Expulsion Rate

Calculation: 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 data was collected, multiplied by 100.

\*\*Eligibility: 10 or more expulsions for a given school year (includes expulsions with and without educational services)

### Racial Disproportionality Rate

Calculation: A divided by B, where

A = the total number of non-white out-of-school suspensions and expulsions divided by the total non-white enrollment as of October 1<sup>st</sup> of the school year

B = the total number of white out-of-school suspensions and expulsions divided by the total white student enrollment as of October 1<sup>st</sup> of the school year.

\*\*\*Eligibility: 50 or more white students and 50 or more students of color; 10 or more expulsions or out-of-school suspensions for a given school year.

It is important to note for each metric, only districts eligible for the metric are included in the count. Districts include the following types of school districts: elementary, high school, unit, and state authorized charter schools.

LTHS - RACIAL DISPROPORTIONALITY CALCULATIONS							
YEAR	TOTAL WHITE STUDENTS	TOTAL SUSPENSIONS OF WHITE STUDENTS	RATE	TOTAL STUDENTS OF COLOR	TOTAL SUSPENSIONS OF STUDENTS OF COLOR	RATE	RACIAL DISPROPORTIONALITY RATE
2016	2901	39	0.0134	1110	67	0.0603	4.507
2017	2917	54	0.0185	1091	63	0.0577	3.119
2018	2933	42	0.0143	1099	58	0.0527	3.692
2019	2941	78	0.0265	1125	67	0.0595	2.246
2020	2869	41	0.0142	1163	64	0.0550	3.851
2021	<i>District 204 was not eligible for the Racial Disproportionality metric in 2021</i>						

**Disaggregated Exclusionary Discipline Data by Racial/Ethnic Group for 2016 - 2020. For each year, the top 3 infractions resulting in exclusionary discipline are listed.**

Incidents	Year	Hispanic	African American	White	Asian	2 or more races	Total Incidents
Drug Offense	2019-20	21	10	27	1	2	61
Physical Confrontation	2019-20	13	6	6	2		27
Gross Insubordination	2019-20	1		4		1	6

Incidents	Year	Hispanic	African American	White	Asian	2 or more races	Total Incidents
Drug Offense	2018-19	29	2	41	3	3	78
Physical Confrontation	2018-19	15	5	14		3	37
Gross Insubordination	2018-19	1	2	7			10

Incidents	Year	Hispanic	African American	White	Asian	2 or more races	American Indian	Total Incidents
Drug Offense	2017-18	25	1	17	2	1	1	47
Physical Confrontation	2017-18	15	3	11		2		31
Arson	2017-18	1						1

Incidents	Year	Hispanic	African American	White	Asian	2 or more races	Total Incidents
Physical Confrontation	2016-17	14	7	18	1		40
Drug Offense	2016-17	11	4	14		1	30
Alcohol	2016-17	3	1	10			14

Incidents	Year	Hispanic	African American	White	Asian	2 or more races	Total Incidents
Drug Offense	2015-16	12	1	15	1		29
Physical Confrontation	2015-16	13	7	6		1	27
Alcohol	2015-16	7	1	4			12

## 2-Data Analysis and Identified Trends:

Upon review of the ISBE Exclusionary Discipline Data for Lyons Twp HSD 204, the following was noted:

- LTHS has not been within the top 20% in any of the three metrics for the last year. In order to be removed from the list, the district must remain out of the top 20% across all metrics for 3 years (through 2023).
- LTHS has not been within the top 20% of (eligible) school districts with regard to Suspension Rate or Expulsion Rate since the beginning of ISBE data collection in 2016.
- LTHS was not eligible for the metrics (i.e. rates were below eligibility thresholds) of Suspension Rate in 2021 and of Expulsion Rate in all years 2016 – 2021.
- LTHS has been within the top 20% of eligible districts for Racial Disproportionality in 4 of the last 6 years.
- The percentage of the total enrollment of students of color for the years 2016 through 2020 was 27.6%, 27.2%, 27.2%, 27.6%, and 28.8%, respectively.
- The percentage of the total suspensions/expulsions applied to students of color for the years 2016 through 2020 was 63.2%, 53.8%, 58%, 46.2%, and 60.9%, respectively.
- The district's Suspension Rate was highest in 2019 and lowest in 2021.
- The district's Racial Disproportionality Rate was highest in 2016 and lowest in 2021.
- Physical Confrontation and Drug Offense have been included in the top 3 infractions resulting in exclusionary discipline in all years 2016 – 2020
  - Gross Insubordination was included in the top 3 infractions twice (2019, 2020)
  - Alcohol was included in the top 3 infractions twice (2016, 2017)
  - Arson was included in the top 3 infractions once (2018)
- Occurrences of Drug Offenses were lowest in 2016 (29 occurrences) and highest in 2019 (78 occurrences)
  - White students represented the largest number of Drug Offenses in 4 of the 5 years listed (2016, 2017, 2019, 2020). In all of those years Hispanic students represented the next largest number of Drug Offenses.
  - Hispanic students represented the largest number of Drug Offenses in 2018. White students represented the next largest number of Drug Offenses in that same year.
- Occurrences of Physical Confrontation were lowest in 2016 (27 occurrences) and highest in 2017 (40 occurrences)
  - Hispanic students represented the largest number of Physical Confrontations in 4 of the 5 years listed (2016, 2018, 2019, 2020).
    - White students represented the second largest number of Physical Confrontations in 2018 and 2019. White and African American students represented the second largest number of Physical Confrontations in 2020.
  - White students represented the largest number of Physical Confrontations in 2017.
    - Hispanic students represented the second largest number of Physical Confrontations in 2017.

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

- **Data Review and Analysis**

- LTHS, in partnership with DecisionEd, has created data dashboards that allow for the efficient use of daily data in addition to data reports. Access to this data allows for the administration and intervention teams to monitor data, as well as to disaggregate and isolate concerns for more targeted professional learning and interventions.
- LTHS will utilize local, disaggregated data to fully understand who is being suspended, the reasons for suspensions, and the disparities in suspension across demographic groups. This information will be essential in understanding how to specifically address concerns and to reduce the Racial Disproportionality Rate.
- LTHS will utilize data to set goals for the measured metrics, with accompanying action steps, to remain out of the top 20% of the ISBE Exclusionary Discipline list.
- LTHS will utilize (among other resources) the ISBE-provided, evidence-based, Safe and Successful Schools Framework and the Educator's Action Planning Guide for Addressing the Root Causes of Disparities in School Discipline to guide and ensure comprehensive planning and action.

- **Increasing District Capacity**

- In order to expand and improve systems-level planning with a focus on improving the academic, social-emotional, and post-secondary outcomes for all students, LTHS hired two new District-level administrators for the start of the 2021-2022 school year:
  - Director of Equity and Belonging
  - Director of Student Services
- LTHS will hire the following additional positions for the 2022-23 school year to improve the staff to student ratios within Student Services to allow for a prevention-focused service delivery model and increased capacity to assess and address student needs:
  - Bilingual Coordinator
  - Social Worker
  - School Counselor

- **District/Board Policy and Procedures Review**

- The Board of Education, in collaboration with the Superintendent and consultation with the district's law firm, will review all policies related to discipline to ensure legal compliance and support for improved student outcomes.

- **Handbook Review and Revision**

- LTHS will convene a multidisciplinary committee to oversee a review and revision of the Student Handbook/Code of Conduct at the start of the 2022-2023 School Year with the goal of proposing changes that will go into effect for the start of the 2023-2024 School Year.
- The overarching desired outcomes of this review and revision will be to ensure legal compliance and compliance with Board Policy, to support students, families, and staff in order to maintain a safe school environment conducive to academic learning and personal growth by clearly outlining the behavioral expectations, interventions, and accompanying procedures
- LTHS will utilize the AASA and the Framework for Revising School District Codes of Student Conduct to guide the handbook review/revision and ensure alignment with evidence-based and best practices with a focus on preventative and restorative disciplinary responses.

- **Integration of Restorative Practices:**

- Integration and implementation of restorative practices will align with a Multi-Tiered System of Support Framework
  - Tier 1 – Clear Expectations and Education for All (Prevention)

- Tier 2 – Targeted Support and Skill-Building (Intervention)
- Tier 3 – Individualized and intensive support to repair harm (Reintegration)
- LTHS will develop and implement a restorative justice intervention program that maintains student attendance on-campus, while participating in educational opportunities that offer a continuum of instructional and positive behavioral supports.
- The Building Leadership and Student Support Teams will develop restorative strategies and resources, based on findings of the data analysis, that will target the specific needs of the district in the areas of prevention, intervention, and reintegration throughout the 2022-23 school year.
- **Continued Partnership with Rosecrance:**
  - Rosecrance is a national leader in addiction and behavioral health treatment that provides individualized, evidence-based treatment. Instead of an immediate out-of-school suspension and return, LTHS has contracted with Rosecrance to bring an assessment counselor on campus to work with students and families (when a student is found in possession or under the influence of illegal substances). Based on the results of the assessment, students and families may opt-in to various treatment programs through Rosecrance and their local La Grange office.
  - In lieu of out-of-school suspensions, students and families may opt-in to an alternative-to-suspension program with Rosecrance. The goal of this program is treatment and recovery as opposed to exclusionary discipline (e.g. suspension).