



Discipline Improvement Plan 2025-2026

Pursuant to **105 ILCS 5/2-3.162** and **Public Act 098-1102**, school districts identified in the Top 20% for exclusionary discipline are required to develop and submit a Discipline Improvement Plan. The plan must be approved by the district's Board of Education, posted on the district website, and submitted to ISBE no later than **February 1, 2026**.

District: Rantoul City SD #137
School Year: 2025-2026
District Address: 1 Aviation Center Drive, Rantoul, IL 61866
Superintendent: Dr. Scott Woods
Board Approval Date: January 15, 2026
Link to district website where posted: Go to <https://meetings.boardbook.org/Public/Organization/2431>
Documents → Other Required Documents → Discipline Improvement Plan

Discipline Improvement Plan Team

Team Leaders

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Review of Discipline Data

ISBE Exclusionary Data Set for RCS

Top 20% in Any Metrics	School Year	Suspension Rate	Top 20% in Suspension Rate	Expulsions Rate	Top 20% in Expulsion Rate	Racial Disproportionality Rate	Top 20% in Racial Disproportionality Rate	
2018	2019	2020	2021	2022	2023	2024	2025	
Yes	21.3358	35.532	23.6686	0.7255	27.758	26.6347	26.8409	16.3944
Yes	0	0	0	0	0	0	0	0
No	No	No	No	No	No	No	No	No
1.7671	1.6938	1.2801	3.8401	1.1108	1.2593	1.0441	0.7043	No
No	No	No	Yes	No	No	No	No	No

RCS Exclusionary Data Comparing 2024-2025 to 2025-2026 through October 31.

	2025	2024	OSS +/-
Broadmeadow Elementary	8	4	4
Eastlawn Elementary	3	21	-18
JW Eater Jr. High School	29	28	1
Northview Elementary	38	9	29
Pleasant Acres Elementary	8	1	7
RISE Academy	1	3	-2
Grand Total	87	66	21

Discipline Data Analysis

The most significant change from last year to this year is that there has been an increase of 21 OSS incidents year-over-year. The most significant increases have been at our new K-2 centers (Northview and Pleasant Acres), and or these schools 25 of 36 OSS incidents have been at the Kindergarten level.

Potential Action Plan to Reduce the Use of Exclusionary Discipline and/or Racial Disproportionality.

- Beginning in the 2025–2026 school year, the district will continue to leverage the MTSS Behavior Team (MBT) as a core driver of behavioral systems improvement. The MBT meets regularly to review discipline data, identify building and grade-level trends, and support consistent implementation of proactive classroom management and behavioral responses. In response to current data, the MBT has sharpened its focus on early elementary supports, particularly kindergarten, where increased behavioral needs related to physical aggression have been identified.

- To address the increased need for behavioral support in kindergarten, the district temporarily relocated the CARE (Child Alternative Restorative Experience) program to Northview Elementary. This relocation allows CARE staff to work in closer proximity to administrators and kindergarten teams to provide real-time coaching, restorative supports, and student interventions. CARE continues to function as a restorative, therapeutic alternative designed to address underlying behavioral needs while reducing reliance on out-of-school suspension, particularly for students exhibiting repeated aggressive behaviors.
- The district also recognizes that changes in enrollment patterns have contributed to current discipline trends. As part of the fully implemented K–5 restructuring, Northview and Pleasant Acres experienced an increase in kindergarten enrollment. In response, the district added an additional kindergarten classroom at Northview Elementary to reduce class sizes and improve student-to-teacher ratios. Smaller class sizes are intended to strengthen classroom management, increase adult supervision and support, and reduce behavioral escalations, particularly for students requiring additional regulation and structure. As a result of the high level of OSS at the Kindergarten level, the district has added an additional general education classroom teacher and TA position, leveraging Title I resources (beginning January 2026), and the district has increased general education TAs by a total of four so that all Kindergarten classrooms have at least one general education TA.
- In addition to CARE classroom placements, the district will continue and refine the CARE push-in support model for K–5 classrooms. Through this approach, CARE staff collaborate directly with classroom teachers to provide targeted behavioral skill development within the home classroom setting. Support plans emphasize regulation, peer interaction, and problem-solving skills while building teacher capacity for proactive behavior supports and de-escalation strategies.
- At the secondary level, the district will continue operating the alternative program for students in grades 5–8 who have accumulated five or more days of out-of-school suspension. This program remains focused on therapeutic, restorative, and instructional supports designed to reduce further exclusionary discipline and has served approximately 80 students over the past three school years
- All district employees will continue to participate in annual implicit bias training. In addition, the district is partnering with a local community-based parent advocacy committee to better understand the lived experiences of students and families. Through this partnership, the district will examine whether additional professional learning or supports may be beneficial to ensure discipline practices are culturally responsive, equitable, and aligned with community expectations.
- The district will continue efforts to increase access to specialized behavioral expertise, including expanded use of Board Certified Behavior Analyst (BCBA) services as resources allow. BCBA support will be prioritized for early elementary classrooms and students exhibiting persistent physical aggression.
- Universal social-emotional learning and restorative practices remain a cornerstone of the district's discipline prevention efforts. Fly Five continues as the district's core SEL curriculum, with embedded restorative practices. In grades K–5, the district is strengthening implementation of Conscious Discipline and Responsive Classroom practices, with particular emphasis on prevention, regulation, and relationship building in kindergarten settings.

- The district has fully implemented its K–5 restructuring and has already experienced positive structural and instructional impacts, including improved grade-level collaboration, more balanced class sizes, and increased alignment of practices across companion schools. These structural improvements support more consistent behavioral expectations, stronger adult collaboration, and improved access to targeted supports for students with intensive needs, reinforcing the district’s broader “Year of Alignment” work.
- Additional social worker positions created for the school year continue to provide direct support for students with social-emotional and behavioral needs. The district also continues its Admin Academy book study using *Taking Action: A Handbook for RTI*, strengthening leadership capacity and alignment of MTSS systems across schools.
- Finally, several schools will continue partnerships with the University of Illinois Clinical Community Psychology Program to provide school-based mental health services. These partnerships expand access to therapeutic supports and further reduce reliance on exclusionary discipline as a primary response to student behavior.