**DISCIPLINE IMPROVEMENT PLAN TEMPLATE**

***(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](https://www.ilga.gov/legislation/ilcs/fulltext.asp?DocName=010500050K2-3.162#:~:text=2%2D3.162.,report%3B%20school%20discipline%20improvement%20plan.&text=This%20report%20shall%20include%20data,the%20State%20Board%20of%20Education.) and [Public Act 098-1102](https://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=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.**

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| **DISCIPLINE IMPROVEMENT PLAN** | | |
| Name of School District/Charter School:  South Pekin Grade School District 137 | School Year:  2021-2022 | Board Approval Date(s):  May 25, 2022 |
| School District/Charter School Address:  206 Main Street, South Pekin, IL 61564 | | |
| Superintendent/Administrator Name:  Seth Mingus | | |
| **Discipline Improvement Plan Team**  Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality. | | |
| **Team Leader:**  **Seth Mingus, Superintendent/Principal, smingus@spgs.net**  **Team Members:**  **Tara Zaayenga, Curriculum Director, tzaayenga@spgs.net**  **Tracey Canete, IEP Coordinator, tcanete@spgs.net**  **Rachel Bursott, Special Education Teacher, rbursott@spgs.net**  **Dawn Morey, Jr. High Teacher, dmorey@spgs.net**  **Matt Koster, Jr. High Teacher, mkoster@spgs.net**  **Nicole Schaffrin, Elementary Teacher, nschaffrin@spgs.net**  **Melissa Strickler, Elementary Teacher, mstrickler@spgs.net** | | |

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| **Recommended Steps to Consider when Creating the Discipline Improvement Plan** |
| **1-Review of discipline data:**  Please [click here](https://www.isbe.net/Pages/School-Discipline.aspx) to find district data on the ISBE webpage. Districts/Charter Schools may also consider any other local data when creating their plan. |
| **2-Data Analysis and Identified Trends:**  The team analyzed state and local data related to exclusionary discipline from the 2019-2020, 2020-2021, and 2021-2022 school years. The team looked at the number of suspensions and expulsions for each school year, as well as the reasons students were being excluded from school. Due to the size of the school (fewer than 200 students), it was apparent that the makeup of certain classes had an impact on the number of suspension days for the school year. An example of this was during the 2019-2020 school year. During that year, one specific class had multiple students who displayed a variety of behaviors that resulted in out of school suspensions. This handful of students dramatically increased the school’s exclusionary data. In addition to this, certain offenses such as drug use require exclusionary discipline for an extended period of time. While this is true, the team also discovered that there were cases where non-exclusionary discipline could have been issued instead of exclusionary discipline. The team also discovered that there was a decrease in exclusionary discipline during the 2020-2021 school year. This was most likely due to the Covid-19 mitigations that were put in place. The team hypothesized that keeping students distanced helped reduce the number of disciplinary infractions as a whole.  Ultimately, the team decided to focus on reducing exclusionary discipline for offences that could call for non-exclusionary discipline. In order to do this, the team looked at specific reasons (other than major offenses) that students were excluded from school during the three school years previously mentioned. After analysis, the team concluded that the three main reasons that students were being excluded from school were 1) lack of administrator time to adequately address discipline issues, 2) noncompliance with non-exclusionary discipline, and 3) lack of restorative practices within the school’s discipline policies and procedures. |
| **3-Potential Action Plan to Reduce the Use of Exclusionary Discipline and/or Racial Disproportionality:**     After the data analysis, the team created a plan to reduce the use of exclusionary discipline. The plan included:   1. **The hiring of a full time assistant principal whose primary duty is working with students when they break school rules.**   Rationale- Currently the district employees a full time Superintendent/Principal and a part time (2 days a week) assistant principal. The superintendent/principal not only fulfills the duties associated with those roles, but also serves as the district’s transportation director, Title I director, etc. In addition to those duties, he deals with all of the student discipline three days a week, and a majority of the major discipline the other two days a week. While he does the best he can, there are only so many hours in a school day, and many of his administrative tasks take priority over dealing with student discipline. At times, this allows for small issues to become larger issues, and this can result in infractions that call for exclusionary discipline. Moreover, only having one full time administrator to deal with major infractions has created an unwanted delay in the handling of student discipline. This creates student frustration, which in turn can result in behaviors that may call for exclusionary discipline.   1. **Creation of new non-exclusionary discipline for minor and major infractions.**   Rationale- The analysis of discipline data showed that students received exclusionary discipline due to the fact that they failed to serve Saturday schools. It is difficult for the school to get students to Saturday school because parents are responsible for transporting them to and from, and many parents will not do so. The school will replace Saturday schools with Friday detentions. Like Saturday school, Friday detention will be longer than a normal detention, but will take place after school on Friday. This will eliminate the need for a parent to transport their student on a Saturday morning, thus increasing the chances of compliance. The school will also expand the use of lunch detentions, as well as implement an in school suspension program. Both lunch detentions and in school suspensions will give the administration a non-exclusionary discipline option when students misbehave. Lunch detentions will be used for minor infractions, and in school suspensions will be used for major infractions that may have called for exclusionary discipline in the past.   1. **Implementation of Restorative Practices in the school’s discipline policies and procedures.**   Rationale- Restorative practices have been shown to proactively decrease major discipline infractions in schools. The school’s social worker and administration will work with the school’s teachers and support staff so that they understand the importance of relationship building and restorative interventions. Moreover, restorative interventions will be used in place of exclusionary discipline when it is appropriate. The team wanted a focus of the plan to be on reducing problematic behaviors, and restorative practices have been proven to do this. Rather than administering punitive consequences for misbehavior, the school’s discipline team (administration, social worker, teacher, etc.) will attempt to find out why a student is misbehaving. Once the team understands why student misbehavior is occurring, it will work to assist the student in that area so that misbehavior will not occur in the future. Approaching discipline from this perspective will help reduce the amount student misbehavior. |