




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 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**.

DISCIPLINE IMPROVEMENT PLAN		
Name of School District/Charter School: Belleville Township High School District #201	School Year: 2022-23	Board Approval Date(s): On agenda 2/13/23
Link to district website where plan is posted: https://bths201.org/public-compliance-documents/ (after 2/13/23 Board of Education meeting)		
School District/Charter School Address:		
Superintendent/Administrator Name: 		
Discipline Improvement Plan Team		
Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.		
Team Leader: Dr. Brian Mentzer, Superintendent		
Team Members: Rich Mertens, Principal Josh Lane, Principal Marshaun Warren, Director of DEI Melissa Taylor, Assistant Superintendent Dustin Bilbruck, Assistant Superintendent Andrea Gannon, Director of Alternative Programs		

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:

The below process may be helpful in the creation of the disciplinary improvement plan.

Define

- Review the data.
- Plan the process and define the problem.

Measure

- Measure the current performance; quantify the problem.

Analyze

- Identify the cause(s) of the problem(s).
- Identify any supports that may be lacking or other inside/outside factors that may be creating the problem.
- Consider if any unconscious or implicit bias may impact disciplinary practices.

Improve

- Determine and implement steps toward improved action.
- Identify current or additional supports, e.g. multi-tiered systems of support (MTSS), social-emotional learning, other emotional/mental health supports, restorative justice practices, or procedures currently in place to counteract punitive discipline.
- What strategies will be used to reduce exclusionary discipline or racial disproportionality?

Control

- Monitor and maintain the improved progress; adjust supports/the plan as necessary to reduce exclusionary discipline.

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)?

All district employees engage in implicit bias training as required through Global Compliance Network. In addition, beginning last school year, cohorts of 30 staff members in a group have been engaged in a three day Cultural Proficiency Training led by our Director of Diversity, Equity, and Inclusion, Dr. Marshaun Warren.

We have not utilized the Diversity Equity and Inclusion Provider Evaluation Tool. We believe that our approach is effective.

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)

Goal: Increase student access to mental health resources within the school setting.

- Contract with Chestnut Health Services, a community partner, to provide an additional mental health counselor on each campus.
- Employee and additional school psychologist.
- Contract with Heartlinks Grief Center, a community partner, to provide Teens and Grief (TAG) groups for our students on both campuses.

Goal: Improve in-school suspension program

- Mindfulness techniques will be taught and utilized as part of the district "in school suspension" program in order to reduce recidivism.
- Behavioral contracts and incentives will be added to the "in school suspension" program.

Goal: Improve the use of restorative practices:

- Continue training of additional cadres of teachers and all new administrators in restorative practices.

Goal: Crisis Prevention Institute Training:

- Summer 2022, two district leaders were trained as trainers in CPI.
- In October, all district administrators, campus patrol, and other staff as deemed necessary were trained in CPI. This will occur annually.