



Illinois State Board of Education

100 North First Street
Springfield, Illinois 62777-0001

PROGRESS REPORT – DISCIPLINE IMPROVEMENT PLAN TEMPLATE

STUDENT CARE DEPARTMENT

Per [105 ILCS 5/2-3.162](#) and [Public Act 098-1102](#), districts are required to submit a Progress Report in addition to their previously submitted Discipline Improvement Plan. Within one year after being identified, the school district shall submit this Progress Report to the Illinois State Board of Education and post it on the district's website. The Progress Report describes the implementation of the Discipline Improvement Plan and the results achieved.

PROGRESS REPORT

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| NAME OF SCHOOL DISTRICT/CHARTER SCHOOL Belleville Township HS District #201 | SCHOOL YEAR 2022-23 | LINK TO PROGRESS REPORT ON THE DISTRICT'S WEBSITE https://bths201.org/public-compliance-documents/ |
| SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS 920 N. Illinois Street Belleville, 62220 | | |
| SUPERINTENDENT/ADMINISTRATOR NAME Dr. Brian Mentzer | | |

DISCIPLINE IMPROVEMENT PLAN TEAM

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

| TEAM LEADER NAME | POSITION/TITLE | EMAIL ADDRESS |
|--|--------------------------------------|--|
| Dr. Brian Mentzer | Superintendent | bmentzer@bths201.org |
| TEAM MEMBER #1 NAME Rich Mertens | POSITION/TITLE Principal | EMAIL ADDRESS rmertens@bths201.org |
| TEAM MEMBER #2 NAME Josh Lane | POSITION/TITLE Principal | EMAIL ADDRESS jlane@bths201.org |
| TEAM MEMBER #3 NAME Marshaun Warren | POSITION/TITLE Director HR/DEI | EMAIL ADDRESS mwarren@bths201.org |
| TEAM MEMBER #4 NAME Melissa Taylor | POSITION/TITLE Asst. Supt. | EMAIL ADDRESS mtaylor@bths201.org |
| TEAM MEMBER #5 NAME Dustin Bilbruck | POSITION/TITLE Asst. Supt. | EMAIL ADDRESS dbilbruck@bths201.org |
| TEAM MEMBER #6 NAME Andrea Gannon | POSITION/TITLE Director/ Alt. Ed. | EMAIL ADDRESS agannon@bths201.org |

RECOMMENDED STEPS TO CONSIDER WHEN REFLECTING ON THE PROGRESS REPORT

1. Review of discipline data:

Please go to the ISBE [School Discipline](#) webpage to find district data. Districts/charter schools may also consider any other local data utilized in creation of their plan. **What improvements were evidenced in your recent data as a result of your action plan to reduce the use of exclusionary and/or racial disproportionality? What do you think is contributing to these trends? To what extent has bias played a part in your data?**

The District #201 plan was just approved this summer so when comparing 2022 data to 2021 data, there is no improvement noted and the results were not impacted by the interventions listed in the plan. The 2022 suspension rate is higher than the 2021 suspension rate. This is attributed to the impact of COVID-19. In 2021, students attended school on an alternating schedule and the district experienced two lengthy periods of remote instruction. In 2022, all students returned to school every day. Our schools, like all schools across the country, experienced an increase in student discipline when students returned to in-person learning.

Since school started this year, the district has been able to see the positive impact of interventions put in place through the improvement plan. Internal data shows that suspensions have decreased by 42% compared to the same time period last school year.

2. Please provide a summary of what you intended to complete or accomplish as a result of your Discipline Improvement Plan.

The District intended to see a decrease in both its suspension rate and rate of racial disproportionality in exclusionary discipline.

3. What specific resources have you been using to counteract punitive discipline (e.g., restorative justice; peace circles; an alternative recourse, such as a mediator)? Did you incorporate any of these strategies/practices into your plan?

Restorative practice, including mediation and circles, are included in our plan and are being utilized on our campuses to counteract punitive discipline.

4. Did you increase the use of restorative practices? Please describe any increase in social-emotional learning opportunities for students.

Our district increased the use of restorative practices by the assistant principals. We increased our counseling staff by partnering with a community provider to offer additional individual counseling for our students. This partnership also allows our families to access family counseling, virtually or in-person. We also teach and utilize mindfulness techniques as part of our in school detention program to reduce recidivism.

5. Describe how you utilized a multi-tiered system of support (MTSS).

The district uses a multi-tiered system of support to provide SEL for our students:
All students in the district have access to school counselors and social workers as well as restorative discipline practices.
An identified group of students are referred to our STAR (intervention) team and are assigned a STAR action plan manager who facilitates customized interventions for the student include regularly check ins, daily meetings with the action plan manager, scheduled times with social work/counseling staff.
A subset of those student may be recommended for additional support through special education or access to one of the districts alternative programs which provide highly customized educational plan.

6. What does your most recent/current-year data inform you about disciplinary or exclusionary discipline practices?

Since school started this year, the district has been able to see the positive impact of interventions put in place through the improvement plan. Internal data shows that suspensions have decreased by 42% compared to the same time period last school year.

7. What changes are you going to implement moving forward?

The district is discussing further universal supports for students to build relational capacity.

8. Have you completed implicit bias training? 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)?

Our staff engaged in implicit bias training. Staff are also in cohorts participating in cultural proficiency training led by our Director of Diversity, Equity, and Inclusion, Dr. Marshaun Warren.

We have not incorporated the Diversity Equity and Inclusion Provider Evaluation Tool.

9. Reflect on what did and did not work from your Discipline Improvement Plan. Do you anticipate making any changes to this plan? Why or why not?

Based on the decrease in exclusionary discipline we are experiencing this year over last, we believe the interventions outlined in our plan are impactful. We are adding to the professional development we identified by training additional staff in trauma informed practices at our spring institute day and by training three additional cohorts in cultural proficiency during the second semester.