



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 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: Wheaton-Warrenville Community Unit School District 200	School Year: 2021-2022	Board Approval Date(s): May 11, 2022
School District/Charter School Address: 130 West Park Avenue Wheaton, IL 60189		
Superintendent/Administrator Name: Dr. Charles Kyle Assistant Superintendent of Administrative Services		
Discipline Improvement Plan Team		
Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.		
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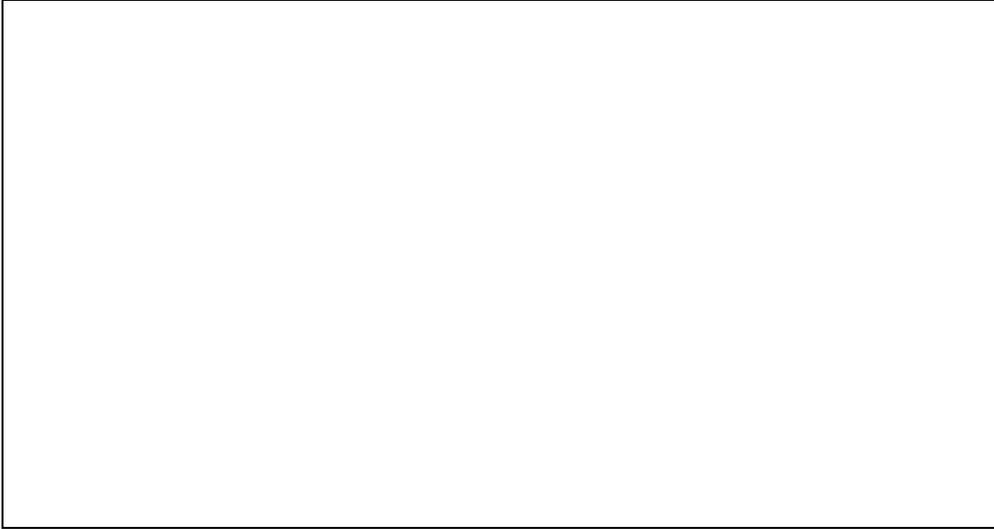
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Recommended Steps to Consider when Creating the Discipline Improvement Plan

1-Review of discipline data:

Please [click here](#) to find district data on the ISBE webpage. Districts/Charter Schools may also consider any other local data when creating their plan.

The Discipline Disproportionality Committee reviewed all discipline data at the district level as well as at each individual school building. This data was disaggregated and shared with all schools to share with their faculty and staff so they are aware of their buildings Discipline data from prior years. Schools were asked to review their discipline data on a monthly basis to identify trends, concerns and opportunities for corrections prior to the end of the school year. There was a presentation at the August 5, 2021 CUSD 200 Leadership Meeting that shared the process with all 21 building leaders.

2-Data Analysis and Identified Trends:

The Discipline Disproportionality Committee looked at the out of building suspensions of students in CUSD 200 from the following years: 2017-2018, 2018-2019, 2019-2020, 2020, 2021 and 2021-2022. We noticed that there was an obvious reduction in out of building suspensions during the 2020-2021 school year in large part due to Covid-19. We have been monitoring the 2021-2022 data and have seen an increase in out of building suspensions compared to the 2019-2020 school year. We are using the 2019-2020 school year as a comparative because it was the last school year prior to Covid-19.

We have identified schools that have been suspending students disproportionately during the 2021-2022 school year and have noticed some trends in the data. In the past, disproportionality for out of school suspensions was a district-wide issue. We have worked to address this over the past four years. As a result, the vast majority of our schools are not contributing to the problem currently.

The two leaders of the Discipline Disproportionality Committee have met with schools who continue to have disproportionate out of school suspension rates.

Some trends we have found in both schools is that the majority of the discipline violations happened in September and October of 2021. This has caused both schools and the Committee to target which students had discipline violations in September and October, what were the violations and the locations of the violations. Both schools are in the process of interviewing all of the students of color who were suspended this school year with focused questions that will help us identify and support students of color before there is a discipline violation.

Another trend in the discipline data is that fighting is the number one violation for out of building suspensions.

In years past, the most common location of suspensions has been the classroom. What we are seeing this school year is that the common locations for out of building suspensions is the restroom, cafeteria and the hallway. This is a change in years past and has forced buildings to add supervisors to specific bathrooms, hallways, and extra supports in the cafeteria.

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

The action plan to reverse the trend of discipline disproportionality has been to add behavior interventionist/Deans at all four middle schools and the two high schools. We have added staff to help assist students in-building when they have had a discipline violation that may have warranted an out of building suspension in the past. We use the time with the behavioral interventionist/Dean to help students reflect on the behavior, how to make a better decision in the future, and utilize resources to avoid a repeat in behavior.

Another plan that we have implemented this year has been the training of all faculty on CPI and restorative practices. CPI is a non-violent de-escalation training that can help our teachers by giving them strategies to help de-escalate situations. This training was in conjunction with the Behavior Specialists in the district and the Social Emotional Learning Committee. All faculty were trained at their respective buildings on the SEL/CPI training. Faculty learned and reviewed techniques that can help de-escalate behaviors in the classroom. A neighboring school district, U-46, implemented a similar training for their faculty and saw a reduction of referrals by 75%. As a result of this de-escalation training, with the exception of one school, we no longer see students being suspended for infractions such as "insolence" or for incidents that occur in classrooms. We expect to see a further reduction of referrals and suspensions as we work with the remaining school on this issue.

During the 2020-2021 school year we have asked all building administrators to review their discipline data on a monthly basis to make sure that they are monitoring any trends in the data prior to the end of the school year. Each building disaggregated their building discipline data and shared it with their faculty and staff prior to October 1, 2021. The Committee felt that the actual teachers and staff needed to know the data in order to improve. The majority of our buildings have seen success this year in reducing the disproportionality of suspensions. We have now focused our efforts on the buildings that continue to see discipline disproportionality in suspensions. The two committee leaders continue to meet regularly with these schools.

The buildings that continue to see discipline disproportionality have been meeting with the leaders of the Discipline Disproportionality Committee to take a deep dive into the data. The deep dive into the data is the same approach we took in 2018-2019 when the district was tagged as suspending African-American students with disabilities disproportionately. We are using the same approach that worked to get off of the African-American students with disabilities Disproportionality list. We saw success in the past and are in the process of looking at the data from the 2021-2022 school year to help improve our discipline data for the 2022-2023 school year and beyond.

The Discipline Disproportionality Committee will meet again as a whole at the conclusion of the 2021-2022 school year to review district and school data, look for trends, and find ways to continue to reduce discipline disproportionality in CUSD 200.

Commented [KC1]:

