



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: Streator Township High School	School Year: 2021-22	Board Approval Date(s):
School District/Charter School Address: Streator Township High School District 40		
Superintendent/Administrator Name: Scott Cameron		
Discipline Improvement Plan Team		
Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.		
Team Leader: <p style="text-align: center;">Beau Doty / Assistant Principal / bdoty@streatorhs.org</p>		
Team Members: <p style="text-align: center;">Rory Bedeker / Dean of Students / rbedeker@streatorhs.org</p> <p style="text-align: center;">Brad Brittin / Director of Guidance, School Social Worker / bbrittin@streatorhs.org</p> <p style="text-align: center;">Sarah Price / Truancy Mentor / sprice@streatorhs.org</p> <p style="text-align: center;">Amy Jo Mascall / Principal / ajmascall@streatorhs.org</p> <p style="text-align: center;">Dustin Masley / Special Education Teacher / dmasley@streatorhs.org</p>		

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.

2-Data Analysis and Identified Trends:

Suspension Rate

1. The data from the ISBE website showed our suspension rate hovered in the same range for the 2017, 2018, and 2019 school years (between 95 and 113 out-of-school suspensions each year). This placed us in the top 20% category for three consecutive years.
2. Since 2020, however, our out-of-school suspension numbers have decreased significantly because of some of the measures we have taken listed in the section below.
 - a. In 2020, our school issued 45 out-of-school suspensions which did not qualify for the top 20%.
3. We anticipate also not qualifying for the top 20% in out-of-school suspensions in the 2021 and 2022 school years. Per our SIS (Skyward), our out-of-school suspension numbers have continued to drop (only 6 instances of out-of-school suspension in 2021 and 57 instances of out-of-school suspension in 2022).

Our school is not listed on the expulsion report.

Our school is not listed in the top 20% of racially disproportionate suspensions.

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

Our Plan to Continue to Reduce the Use of Exclusionary Discipline (Out-Of-School Suspensions)

Over the last three school years (2020, 2021, 2022), we have seen a 63.55% drop in the number of out-of-school suspensions issued from the previous three year stretch (2017, 2018, 2019).

We have implemented and will continue to implement the policies below:

1. Issuing out-of-school suspension (OSS) as a last resort.
 - a. Our school has taken strides in altering how we handle suspendable offenses. We have utilized Saturday School and in-school-suspension (ISS) in place of out-of-school suspension whenever possible.
 - b. For offenses that typically result in out-of-school suspensions (ex - fighting, drug usage or possession), we have used counseling and mediations in addition to the suspension or to reduce the length of the suspension.
2. Increase usage of restorative discipline
 - a. Restorative discipline practices are being utilized in the place of or addition to other disciplinary measures to replace or shorten suspension time. Examples of this are: mediations, apology letters, parental meetings/conferences, dean's conferences, etc.
 - b. We are exploring the potential to utilize educational videos in group sessions, with social work / counseling support, as a means of restorative discipline.
3. Continue to follow Senate Bill 100 guidance on the usage of and length of suspensions
 - a. Since 2016, we have adjusted our student handbook regarding the length of out of school suspensions to match SB-100 guidance for certain offenses:
 - i. Short-term suspensions (1-3 days) are the most frequent type of OSS.
 - ii. Long-term suspensions (4-10 days) have been utilized in only extreme cases.
4. Increased utilization of in-school suspension, Saturday School, and social probation as alternatives to OSS
 - a. In-school suspension: students have direct access to the ISS teacher and also to their own teachers, social workers, counselors and their materials (Chromebooks, textbooks, etc.)

- b. Saturday School: used to attempt to prevent students from receiving ISS.
 - c. Social probation: used in lieu of suspension to prevent students from missing class.
5. Utilization of the social-emotional-learning (SEL) committee (made up of teachers, counselors, social workers, administrators) to evaluate student behaviors / discipline and make recommendations for interventions. These evaluations are based on the frequency and severity of referrals.
6. Utilization of the various in-house alternative programs SHS offers. Recommendations from the SEL team, administration, or counseling department could result in student placement in alternative education or self contained special education classrooms.
- a. Jack Wilson Academy - in house alternative school for regular education students.
 - b. Truancy Alternative School - in extreme cases of truancy, students can be transferred to our TAOEP (Truant's Alternative Optional Education Program)
 - c. S.E.A.L. (Social Emotional Academic Learning) - self contained social emotional program for students with IEPs
 - d. F.U.S.E. Therapeutic Day Program - self contained behavioral disorder room for students with IEPs
 - e. T.I.M.E. (Temporary Intensive Motivation Education) class for students experiencing ongoing disciplinary concerns.