



### 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 **February 1, 2025**.

DISCIPLINE IMPROVEMENT PLAN	
Name of School District/Charter School: Streator Elementary School District 44 School Year: 2024-2045 Board Approval Date(s): February 06, 2025	
School District/Charter School Address: Streator Elementary School District 44 1520 N Bloomington St. Streator, IL 61364	
Superintendent/Administrator Name: Kelli Virgil, Superintendent	
<p style="text-align: center;"><b>Discipline Improvement Plan Team</b></p> Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.  <b>Team Leader:</b> <p style="text-align: center;">Karen Brennan / NL Principal / <a href="mailto:KBrennan@ses44.net">KBrennan@ses44.net</a></p> <b>Team Members:</b> <p style="text-align: center;">Steven Bruck / Centennial Principal / <a href="mailto:SBruck@ses44.net">SBruck@ses44.net</a></p> <p style="text-align: center;">Karen Dye / NL Assistant Principal / <a href="mailto:KDye@ses44.net">KDye@ses44.net</a></p> <p style="text-align: center;">Kammiroen Reilly / Centennial Assistant Principal / <a href="mailto:KReilly@ses44.net">KReilly@ses44.net</a></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 2021, 2022 and 2023 school years (between 144 and 186 out-of-school suspensions each year). This placed us in the top 20% category for three consecutive years.

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)

We plan to implement the new and proven-effective strategies and policies below:

1. Teaching social-emotional skills to students to help foster positive relationships and conflict resolution skills. Several different means to achieve this goal:
  - a. Groups led by social workers
  - b. Specific academic courses that are geared towards social-emotional learning (SEL)
  - c. Research / data collection by administration targeting needs of individual students
  - d. Peer coaching / Interventionist coaching
  - e. Peer Conflict Resolution with students
2. RTI (Response to Intervention)
  - a. RTI is led through various committees in each building: MTSS, Vision Team, BIST Leadership Team
  - b. Identifies at-risk students based on behaviors, attendance and grades
  - c. Assigns a mentor to reach out to students to give them a trusted adult in the building, through check in / check out (CICO)
  - d. Students identified as needed extra support, we create a Plan for Success for them
3. Training staff to assist in reducing racially disproportionate disciplinary actions with classroom management techniques. This training would help staff recognize and mitigate implicit bias as well learning how to teach and react to discipline situation in a culturally responsive manner.
4. Evaluation of student handbook (current discipline practices) by "Handbook Committee" and "Discipline Committee". These committees meet frequently throughout the school year and make recommendations on potential changes to our student handbook (code of conduct) for the following school year. This committee can scan the student handbook for policies that could lead to implicit bias or exclusionary discipline.
5. Training for students on cultural sensitivity, implicit bias and positive student to student relationships to help reduce conflict that could lead to disciplinary action.

6. 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 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.
7. Increase usage of restorative discipline and positive behavior interventions and support.
  - 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. Our school has a program, Point Sheet Systems, which rewards students monthly, or by trimester with treats (ice cream, snacks, pizza) for good or improved behavior and attendance.
  - c. We are exploring the potential to utilize educational videos in group sessions, with social work / counseling support, as a means of restorative discipline.
  - d. Utilization of family supports / parent meetings and mediations as a form of restorative discipline.
8. 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.
9. Increased utilization of in-school suspension, 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. Social probation: used in lieu of suspension to prevent students from missing class.
10. 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.
11. Utilization of the various alternative programs SES 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. LAC - in house alternative school for regular and special education students.
  - b. Truancy Alternative School - in extreme cases of truancy.
  - c. Students can be transferred to SAFE School, or Menta for severe disciplinary action, in place of expulsion.