



Oak Park Elementary School District 97

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TO: Board of Education Members
Dr. Patricia Wernet, Co-Interim Superintendent
Dr. Griff Powell, Co-Interim Superintendent

FROM: District 97 Discipline Improvement Team:
Dr. Felicia Starks-Turner, Associate Superintendent of Education
Dr. Carrie Kamm, Senior Director of Equity
Lauren Olson, Culture and Climate Coach, Brooks Middle School
Katie Trathen, Julian Middle School
Chasity McComb-Williams, Assistant Principal, Whittier Elementary School
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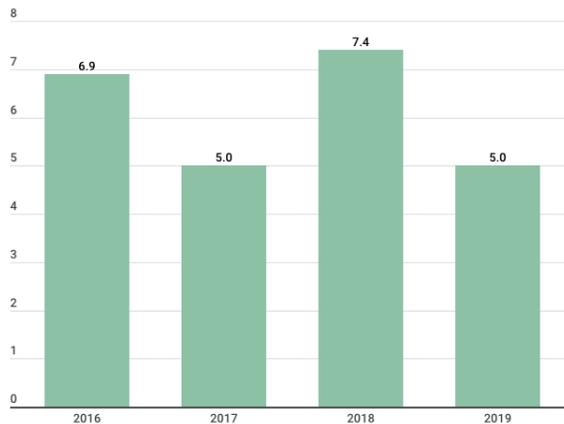
DATE: May 10, 2022

RE: ISBE Discipline Improvement Plan

Per [105 ILCS 5/2-3.162](#) and [Public Act 098-1102](#), districts are required to submit a Discipline Improvement Plan if the district has been identified as being in the top 20 percent for one or more of the exclusionary discipline metrics (a full list of Illinois school districts in this category can be found here). District 97 has been identified as having racial disproportionality related to exclusionary discipline for the school years 2016, 2017, 2018, and 2019. For SY 2021, District 97 was not in the top 20 of any exclusionary discipline metrics.

On April 19, 2022 our Discipline Improvement Team convened to review the data provided by ISBE, conduct an analysis, and develop an action plan. The ISBE data is below:

District 97-Racial Disproportionality Rate



District 97 Rate Rank

Year	Rank
2016	11
2017	21
2018	9
2019	21
2020	N/A No Data
2021	Not on list

From the team’s analysis, we noted that our disproportionality rate has decreased since 2016 and our rate rank has increased (gotten further from 1st place) since 2016. These are both promising indicators and reflect the work that has been done to revise our discipline policies and procedures, strengthen our Multi-Tiered Systems of Support for student behavior (MTSS-B), and expand our

professional learning opportunities to support adult practices, including job-embedded coaching for individual teams and teachers by our culture and climate coaches.

Our goal for SY 2022 is to not be included in the top 20% of school districts with exclusionary discipline racial disproportionality and to continue to strengthen our MTSS-B systems and structures across our four pillars: Positive Behavior Interventions and Supports (PBIS), Social-Emotional Learning, Mental Health Supports, and Restorative Practices. Reducing disproportionality requires multicomponent interventions, including effective academic instruction, school-wide positive behavioral interventions and supports, policies with accountability, and training in reducing effects of implicit bias (Kent, Girvan, Horner, Smolkowski, 2014; Losen, Hewitt, Toldson; 2014) When MTSS-B systems are implemented school-wide with fidelity, alongside robust and engaging instruction, office discipline referrals decrease, as well as exclusionary discipline rates.

Positive Behavior Intervention and Support:

- Summer 2022: School-based team training on classroom management strategies utilizing the [CHAMPS](#) framework
- SY23: Monitor school-based goal: Increase the percentage (year over year) of students served by Tier 1 practices and supports (data source: SWIS)
- SY23: Monitor school-based goals for office discipline referrals for all racial/ethnic subgroups (data source: SWIS)
- SY23: Provide school-wide professional learning for all staff on Vulnerable Decision Points (VDP) to address the role of bias in response to student behavior; professional learning will be followed by individual and team-based coaching from our Culture and Climate Coaches
- Continue to provide professional learning and coaching on Tier 1 Classroom Practices (Physical Environment, Classroom Teaching Matrix, Active Supervision, Encouraging Appropriate Behavior, Response Strategies for Inappropriate Behavior, Engagement and Opportunities to Respond) at the teacher and team level
- SY23: Administrator annual training on progressive discipline and our Effective Student Behavior Handbook

Restorative Practice:

- Continue facilitating a Restorative Practice professional learning series cohort/opt-in model for teachers and teaching assistants
- Continue including a restorative practice learning strand in CPI training
- SY23: Support school-wide installation of Restorative Practices for identified pilot school
- Provide targeted professional learning for principals and assistant principals on Leading Restorative Practices in Schools (including facilitating restorative conferences with students and families)

Social Emotional Learning and Supports:

- SY23: Conduct SEL curriculum review for middle grades (6-8)
- SY21 and ongoing: Trauma-Informed Tier 1 Practices professional learning

Mental Health/Community Supports:

- Continue to partner with Oak Park/River Forest Community Mental Health Board and DePaul University to provide Care Coordination services to pair students and families to community mental health supports
- Continue to partner with DePaul University to provide Tier 2 small group supports for middle school students demonstrating symptoms of depression, anxiety, and executive function challenges (Mindful Middle Schoolers program)
- Continue to provide targeted support to middle school female students of color (emphasis on interpersonal skill development and self-advocacy) through partnership with Oak Park/River Forest Township and the Girls on the Rise program

Upon Board of Education approval (anticipated May 24, 2022), the attached plan will be submitted to ISBE by June 1st and posted at our district website.