

Dupo CUSD #196

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School Improvement Plan: Exclusionary Discipline & Disproportionality

District: Community Unit School District No 196

Submission Date: 1/28/2026

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I. Executive Summary and Narrative Context

Purpose: Address Dupo CUSD 196's placement on the ISBE Top 20% Discipline list. It is important to note the following contextual factors regarding our district data:

- **Statistical Sensitivity (Small "n" Size):** As a small district, our disciplinary percentages are highly susceptible to "wild swings" caused by the behavior of a very small number of students. In several categories, a change in the disciplinary outcome of a single student can shift the district's standing by several percentage points.
 - **Civil Rights Compliance:** The district recently completed and passed a federal civil rights review. This review confirmed that our policies and applications are non-discriminatory and that student subgroups are treated equitably under the law.
 - **Commitment to Improvement:** Despite the statistical anomalies inherent in small-district data, Dupo CUSD 196 remains committed to reducing exclusionary practices and keeping students in the classroom.
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II. Analysis of Discipline Data

- **Metric 1 (Out-of-School Suspensions):** Analysis indicates that a significant portion of our OSS data is driven by repeat incidents from a small cohort of high-needs students.

- **Metric 3 (Racial Disproportionality):** Because our minority student subgroups are small in total number, the "overrepresentation" calculation is easily skewed. We are moving toward a "case-study" approach to ensure that individual discipline remains fair, regardless of how the percentage appears in state-wide comparisons.
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III. Goal/Objective

Our primary objective is to minimize disciplinary actions that remove students from the learning environment. Through proactive intervention, the district has successfully reduced the suspension rate from **27% to 10%** over the past four academic years. We remain committed to sustaining this downward trend through evidence-based practices and student-centered support.

Core Strategies for Reducing Exclusionary Discipline

1. Restorative Practices & Mental Health Support

- **Conflict Resolution:** Utilizing trained staff for mediation to resolve student conflicts before they escalate to suspendable offenses.
- **Reflective Re-entry:** Implementing a standard protocol for students returning from exclusion to ensure academic and social-emotional reintegration.
- **Telehealth Partnerships:** Providing 7th–12th grade students access to mental health services and specialized at-risk support groups via the **Southern Illinois Health Foundation (SIHF)**.

2. Enhanced Tiered Interventions (SAP Team)

- **Tier 1 (Universal):** District-wide application of **Positive Behavioral Interventions and Supports (PBIS)** to foster a stable school climate.
- **Tier 2/3 (Targeted):** Developing individualized **Behavior Intervention Plans (BIPs)** for students whose specific needs most heavily impact exclusionary metrics.

3. Alternatives to Suspension

- **In-School Intervention (ISI):** Prioritizing supervised, academic settings that provide social-emotional support as an alternative to out-of-school placement.
- **ROE 50 Partnership:** Utilizing the **Stay in School** day program to keep students engaged in a structured learning environment.