



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: Joliet Township High School District 204	School Year: 2021-2022	Board Approval Date(s): May 17, 2022
School District/Charter School Address: 300 Caterpillar Dr., Joliet, Illinois, 60436		
Superintendent/Administrator Name: Karla J Guseman		
<p align="center">Discipline Improvement Plan Team</p> <p>Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.</p>		
<p>Team Leader: Karla J Guseman, Superintendent, kguseman@jths.org</p> <p>Team Members:</p> <ul style="list-style-type: none"> • Shad Hallihan, Principal, shallihan@jths.org • Tecara Parker, PPS Coordinator/In-coming Principal, teparker@jths.org • Steve Locke, Assistant Principal, slocke@jths.org • Jo Wooten, Assistant Principal, jwooten@jths.org • Matt Narducci, Assistant Principal, mnarducci@jths.org • Tino Villaflor, Assistant Principal, tvillaflor@jths.org • JR Randich, PPS Coordinator, jrand@jths.org • Dianne McDonald, Assistant Superintendent, dmcdonald@jths.org • Brett Marcum, Director of Student Support Services, bmarcum@jths.org 		

Recommended Steps to Consider when Creating the Discipline Improvement Plan

1-Review of discipline data:

The following data was and will continue to be reviewed:

- ISBE Suspension Rate and Ranking
- ISBE Racial Disproportionality Rate and Ranking
- Severe discipline infractions that lead to exclusionary discipline (out of school suspensions and expulsion)
 - Campus, infraction type and number of types of infractions
- Out of School Suspension Data by school (every category will include breakdown by race/ethnicity, gender and grade in school)
 - Total number of suspension incidents
 - Total number of students with a suspension, including students with multiple suspension incidents
 - Total number of days of suspension for all suspensions assigned
 - Discrete students and assigned days of suspension
- Expulsion Data by school (data will include breakdown by race/ethnicity, gender and grade in school)

See attached presentation from more detailed data that was reviewed to create the Discipline Improvement Plan.

2-Data Analysis and Identified Trends:

Though JTHS has longitudinal data from previous years, with the impacts of COVID, we believe that the 2021-2022 school year serves as our new baseline data as we are planning for improvement moving forward. JTHS has been monitoring severe discipline infractions that lead to exclusionary discipline to inform decisions for the 2022-2023 school year. Below is the data through April 5, 2022.

Infraction	Central	West	Pathways	Total
Substance Abuse	94	124	7	225
Tobacco/Smoking Device	83	80	12	175
Fighting	98	68	8	174
Assault	10	79	1	90
Harassment, Intimidation or Bullying	14	51	5	70
Battery	18	42	6	66
Weapon	34	29	1	64
Instigation/Mob Action	41	12	1	54
Student Violence	5	21	1	27
Sexual Harassment	3	12	6	21
Distribution	6	6		12
Total	406	524	48	978

In reviewing this data, the areas of greatest concern are Substance Abuse/Tobacco/Smoking device; Physical and Verbal Violence (fighting, battery, assault, instigation/mob action and student violence); Harassment, Intimidation or Bullying; and Weapons.

Regarding weapons, there is only one instance of a student trying to utilize a weapon to harm another individual. Most cases of weapons result from students not being aware, or forgetting, that they have made or an instrument with a blade in their bookbag or on their person for self-defense protection outside of school or for employment. Throughout the year we have worked to educate both students and parents about prohibited items and instances have decreased. It is also important to note that prohibited items are usually being discovered because we do random metal detecting and searches as part of our safety protocols throughout the year. We will continue to educate and work to improve awareness of these prohibited items at the start of the 2022-2023 school year in an effort to decrease the number of incidents throughout the school year.

Regarding Harassment, Intimidation or Bullying; we have policies and procedures that are reviewed and updated annually as needed. We continue to review this data as part of Board Policy on an annual basis. We have interventions for both victims and

offenders of harassment, intimidation and bullying and we will continue to intervene with students to help them understand the harm they are causing and help them repair the harm and move forward in a positive direction.

In reviewing the data for substance abuse/tobacco/smoking device infractions; it is evident that this is a growing area of concern. Therefore, we have created a new position within the district next year to help better support students in this area. We are hiring a District Substance Abuse Clinician to run student groups, conduct assessments and provide real-time support to families for students struggling in this area. The district has also partnered with Linden Oaks Behavioral Health to provide an early intervention program for students and parents when a student is determined to be in an early stage of substance use. In addition, the district will proactively provide information regarding the dangers of vaping to students and families.

In reviewing the data, it is evident that infractions of physical and verbal violence are another area of concern at JTHS. Therefore, we are implementing the Catalyst Program for next year. This program will be staffed with a social worker or counselor and paraprofessional at each campus who will work with students who engage in this behavior with the goals of both reducing the number of days a student is excluded from school and reducing the number of students who repeat this type of behavior.

This data will be pulled again at the conclusion of the 2021-2022 school year and will be broken down by race/ethnicity, gender and grade in school to determine specific goals for each campus in regard to reducing exclusionary discipline and disproportionality. Progress will be monitored monthly throughout the 2022-2023 school year.

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

Joliet Township High School's plan for reducing the use of exclusionary discipline and racial disproportionality has three components as listed and described below:

Component 1: Identify Indicators to Establish Baseline Data and Progress Monitoring Metrics

- In addition to ISBE exclusionary data, compile and analyze current post-COVID discipline data listed below to determine targeted areas for improvement (2021-2022 serves as new baseline data year):
 - Severe discipline infractions that lead to exclusionary discipline (out of school suspensions and expulsion)
 - Campus, infraction type and number of types of infractions
 - Out of School Suspension Data by school (every category will include breakdown by race/ethnicity, gender and grade in school)
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Component 2: Continued and Enhanced Supports for Students Based on Data

- Continue to Enhance these components of Restorative Practices Implementation District-wide
 - Dean Interventions
 - Restorative Conversations
 - Mediations
 - Re-entry Meetings with Re-entry Plan/Contract
 - Use of Safety Pass
 - Behavior Warning
 - Intervention Cards
 - Student Groups
 - Behavioral Health Team partner agencies
 - Problem-Solving Circles
 - Intensive Student Supports Room (ISS)
 - ReThink Substance Abuse Intervention
- New for 2022-2023
 - Common Teacher Expectations regarding Restorative Practices for the Classroom
 - Advisory Calendar for student presentations to improve student awareness of behavioral expectations, student engagement opportunities, supports and introductions to Building Leadership Team members and PPS staff

- Lunch/Advisory/After School Detentions
- Cool-down Room District-wide
- Catalyst Program
- District Substance Abuse Clinician
- Establishment of a District Restorative Intervention Leadership Team
- Check-in/Check-out Intervention Program
- Social Probation

Component 3: Continued and Enhanced Professional Development for Staff Regarding Restorative Practices, Cultural Responsiveness, and Trauma informed Practices

- Continue/Relaunch the following Professional Development Opportunities
 - Cultural Responsiveness Cohort #5
 - Implicit Bias Training
 - Crisis Prevention Institute (CPI)/De-escalation Training
- New for 2022-2023
 - Restorative Practices Awareness Training for All Staff with Common Teacher Expectations regarding restorative practices in classrooms
 - Restorative Practices Cohorts for teachers in summer, fall and spring
 - JTHS Staff enrollment in the Restorative Justice Certificate Program through the University of San Diego

There are more details available on the subcomponents of this plan in the attached presentation. Both the Presentation and the Discipline Improvement Plan will be posted to our district Website.