



**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: Hinsdale Township High School District 86	School Year: 2021-2022	Board Approval Date(s): May 12, 2022
School District/Charter School Address: 5500 South Grant Street, Hinsdale, IL 60521		
Superintendent/Administrator Name: Tamara Prentiss		
<p align="center"><b>Discipline Improvement Plan Team</b></p> <p>Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.</p>		
<p><b>Team Leader:</b> Brad Verthein, Assistant Superintendent for Student Services, <a href="mailto:bverthei@hinsdale86.org">bverthei@hinsdale86.org</a></p> <p><b>Team Members:</b></p> <p align="center">Kimm Dever, Director of Deans, <a href="mailto:kdever@hinsdale86.org">kdever@hinsdale86.org</a></p> <p align="center">Robin Vannoy, Director of Deans, <a href="mailto:rvannoy@hinsdale86.org">rvannoy@hinsdale86.org</a></p> <p align="center">Patrice Payne, Director of Instructional Equity, <a href="mailto:ppayne@hinsdale86.org">ppayne@hinsdale86.org</a></p> <p align="center">Sean Brennan, Dean of Students, <a href="mailto:sbrennan@hinsdale86.org">sbrennan@hinsdale86.org</a></p> <p align="center">Edmund Arroyo, Social Worker, <a href="mailto:earroyo@hinsdale86.org">earroyo@hinsdale86.org</a></p> <p align="center">Allison Fish, Social Worker, <a href="mailto:afish@hinsdale86.org">afish@hinsdale86.org</a></p> <p align="center">Heather Cullnan, Teacher, <a href="mailto:hcullnan@hinsdale86.org">hcullnan@hinsdale86.org</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:**

As a district we ranked in the top 20% in racial disproportionality for the 2015-16, 2016-17, 2017-18, 2018-19, and 2019-20 school years. During the 2020-21 school year we significantly reduced the number of white students and students of color that were suspended. We were not racially disproportionate during the 2020-21 school year. Suspension rates began to decline in 2019 and have continued to lower.

There was a significant decline in the suspension rate across the district. Some of the external factors include fewer students on campus due to the remote learning option for the entire 2020-21 school year. Our expulsion rate has remained at 0 for the last several years. The racial disproportionality rate over the last three years has declined. The team discussed the need to further explore discipline data that is not included in the state report, to identify any other areas that need improvement or analysis. Suspension rates for the 2021-2022 school year appear to continue the trend of being more racially proportional.

The team discussed factors that could have had an impact on the overall data. The following items were mentioned. Hiring staff members that reflect the racial identity of our students has allowed students to connect more with staff. We have worked to assist with relationship building between students with staff who do not have a similar background. Other work with PD around equity likely has helped (e.g., during CPI training staff are interpreting behaviors with more understanding). Additional staff professional development PD work on restorative justice and trauma-informed practices would likely have had positive impacts on behavior and discipline. One concern is that remote and hybrid learning likely reduced discipline artificially and that a return to in-person could lead back to old patterns. Again, this year's data does not support this, but it will require monitoring.

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

In order to reduce our use of exclusionary discipline, we have created a robust program that we named the Student Success Center (SSC). The SSC coordinates home and community resources to reduce the impact of circumstances out of the student's control, and to help students build skills that can positively and restoratively impact their academic and personal success. The SSC purposely provides multiple holistic and restorative interventions and supports that empower students in all components of their life in order to create a positive posture toward school and their future. For example, the SSC participates in re-engagement plans for students, offers social-emotional and substance use educational modules, student goal setting, progress monitoring, conflict resolution support, and restorative circles. The SSC offers ongoing support, goal setting and follow-up monitoring which includes, but are not limited to providing academic study time, implementing executive functioning strategies, and building social emotional skills (specifically related to the self-awareness, self-management, and relationship sub skills of self-advocacy, time management, and conflict resolution). It also provides a continuum of progressive and restorative discipline, interventions, supports and culturally responsive practices that are consistent with prevention and early intervention strategies.

In addition, our district has created a Cultural Equity Leadership Team (CELT) that is focused on creating an equitable environment for all students. Through CELT our district has an equity statement. We have also provided ongoing professional development to staff in the areas of preventing bias and utilizing culturally responsive teaching practices. This past school year our district has hired a Director of Instructional Equity to support all staff and students.

For several years we have been working on developing the social and emotional skills of our staff and students. In particular, we have used RULER from the Yale Center of Emotional Intelligence to help with emotional regulation, which has shown a positive impact on reducing problem behaviors and the need for exclusionary discipline. We will continue to provide Mental Health First Aid training that will help in identifying, referring and responding to mental health issues among all students.

We are working to develop MTSS programming and tier 1 supports to equip teachers with classroom management strategies that provide students with in-time support. Additionally, we are systematizing our existing supports in order to provide students in need of more intensive support with more individualized supports in tiers 2 and 3.

We will be providing our buildings with office discipline referral student data, including in-school student support. Staff members in our high schools, including deans and social workers, can then take this data to create behavior support plans for those students with the highest rates of recidivism to prevent the need for exclusionary consequences.