



100 North First Street  
Springfield, Illinois 62777-0001

## DISCIPLINE IMPROVEMENT PLAN TEMPLATE

### WELLNESS AND STUDENT CARE DEPARTMENT

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 identified on the Top 20% Exclusionary Discipline list are required to submit a Discipline Improvement Plan. The Discipline Improvement Plan must be approved by the district board, placed on the district website, and submitted to ISBE by **February 1, 2025**.

#### Discipline Improvement Plan

NAME OF SCHOOL DISTRICT/CHARTER SCHOOL LYONS TWP HSD 204	SCHOOL YEAR 2024/25	BOARD APPROVAL DATE(S) January 21, 2025
LINK TO DISTRICT WEBSITE WHERE PLAN IS POSTED <a href="#">D204 Discipline Improvement Plan 2024/25 Web Link</a>	SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS 100 S BRAINARD AVE. LAGRANGE, IL 60521	
SUPERINTENDENT/ADMINISTRATOR NAME BRIAN P. WATERMAN		

#### Discipline Improvement Plan Team

Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.

TEAM LEADER Jennifer Tyrrell	POSITION/TITLE Principal	EMAIL <a href="mailto:jtyrrell@d204.lths.net">jtyrrell@d204.lths.net</a>
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TEAM MEMBER Adam Davis	POSITION/TITLE Assistant Principal	EMAIL <a href="mailto:adavis@d204.lths.net">adavis@d204.lths.net</a>
TEAM MEMBER Greg Gardner	POSITION/TITLE Associate Principal	EMAIL <a href="mailto:ggardner@d204.lths.net">ggardner@d204.lths.net</a>
TEAM MEMBER Monique Godziszewski	POSITION/TITLE Assistant Principal	EMAIL <a href="mailto:mgodziszewski@d204.lths.net">mgodziszewski@d204.lths.net</a>
TEAM MEMBER Julie Jacobo	POSITION/TITLE Bilingual Coordinator	EMAIL <a href="mailto:jjacobo@d204.lths.net">jjacobo@d204.lths.net</a>
TEAM MEMBER Bryan Radavich	POSITION/TITLE Assistant Principal	EMAIL <a href="mailto:bradavich@d204.lths.net">bradavich@d204.lths.net</a>
TEAM MEMBER Sarah Smith	POSITION/TITLE Associate Principal	EMAIL <a href="mailto:ssmith@d204.lths.net">ssmith@d204.lths.net</a>
TEAM MEMBER Rene Valdez	POSITION/TITLE Assistant Principal	EMAIL <a href="mailto:rvaldez@d204.lths.net">rvaldez@d204.lths.net</a>
TEAM MEMBER Leslie Owens	POSITION/TITLE Director of Student Services	EMAIL <a href="mailto:lowens@d204.lths.net">lowens@d204.lths.net</a>

TEAM MEMBER	POSITION/TITLE	EMAIL
Jennifer Rowe	Director of Equity & Belonging	<a href="mailto:jrowe@d204.lths.net">jrowe@d204.lths.net</a>

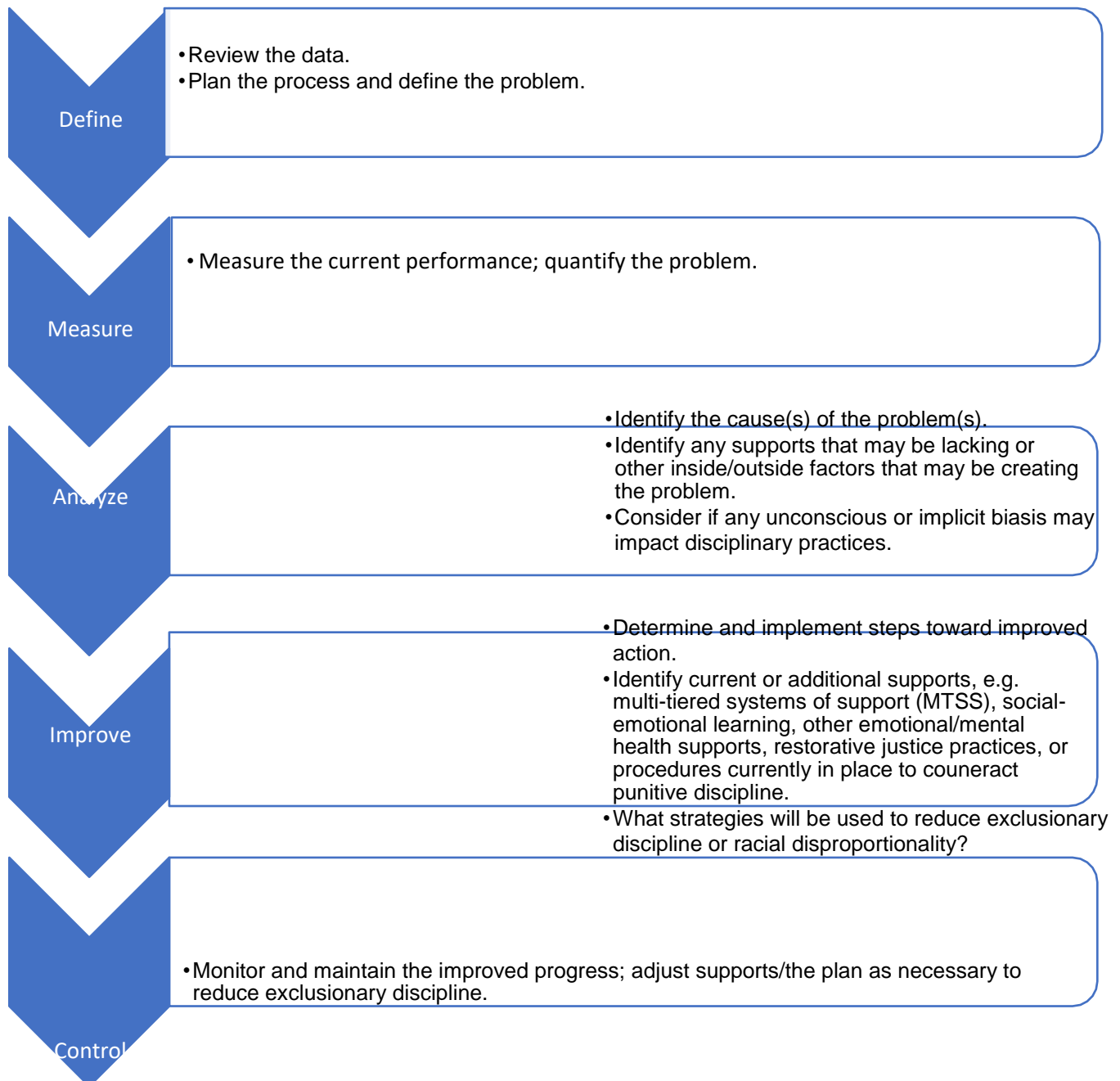
## Recommended Steps to Consider when Creating the Discipline Improvement Plan

### 1. Review of discipline data:

Please go to the ISBE [School Discipline](#) webpage to find district data-level data. Districts/charter schools may also consider any other relevant data, e.g., district's Illinois Report Card (student and teacher demographics, attendance rates, graduation rates, student mobility rates, academic progress, etc.), Survey of Learning Conditions (5 Essentials Survey or other approved survey) and any other local data.

### 2. Next steps:

The below process may be helpful in the creation of the disciplinary improvement plan.



**3. Has your district completed implicit bias training as required by PA 100-0014?  
Have you incorporated the [Diversity Equity and Inclusion Provider Evaluation Tool](#)?  
If you did, what are your thoughts regarding your current implicit bias training  
(e.g., effective or ineffective)?**

A) Implicit Bias training has been provided to all district and building administrators, as well as to all newly hired staff, and all those who participate on an interview committee. This training promotes acknowledgment and understanding of the role of bias in decision-making and allows individuals and teams to determine how they will work to reduce bias in their work. We believe that bias training is an effective part of a comprehensive plan to reduce racial disproportionality within discipline practices, as well as all other instructional/educational practices.

For the 2023-24 School Year, the district's professional learning plan includes expansion of Implicit Bias Training for all employees to be delivered in small groups (approximately 40 staff members/group) over the course of 2 Institute Days as well as PLC time.

B) We have not incorporated the Diversity Equity and Inclusion Provider Evaluation Tool when evaluating providers of professional development/learning. As a district we utilize our Equity Lens framework for assessing our professional learning and problem-solving processes. Our professional learning and providers are selected with this protocol in mind and to address learning needs as related to student equity as led by our Director of Equity and Belonging.

**Review of discipline data:**

Please go to the ISBE [School Discipline](#) webpage to find district data-level data. Districts/charter schools may also consider any other relevant data, e.g., district's Illinois Report Card (student and teacher demographics, attendance rates, graduation rates, student mobility rates, academic progress, etc.), Survey of Learning Conditions (5 Essentials Survey or other approved survey) and any other local data.

LTHS - SUSPENSION RATE				
YEAR	Top 20%	RATE	TOTAL RATE RANGE	RANK
2017	No	2.919	113.3 – 0.19	253/474
2018	No	2.480	113.8 – 0.21	357/535
2019	No	3.566	75.6 – 0.15	284/521
2020	No	2.604	31.7 – 0.25	293/484
2021	District 204 was not eligible for the Suspension Metric in 2021*			
2022	No	2.092	36.9 – 0.0	342/439
2023	No	2.377	76.259 – 0.0	460/590
2024	No	2.128	59.56 – 0.02	469/500
LTHS - EXPULSION RATE				
YEAR	TOP 20%	RATE	TOTAL RATE RANGE	RANK
2017 - 2024	District 204 was not eligible for the Expulsion Metric from 2017 – 2024**			
LTHS - RACIAL DISPROPORTIONALITY RATE				
YEAR	TOP 20%	RATE	TOTAL RATE RANGE	RANK
2017	Yes	3.119	30.5 – 0.0	59/348
2018	Yes	3.692	28.8 – 0.0	46/401
2019	No	2.246	11.7 – 0.0	125/391
2020	Yes	3.851	10.8 – 0.0	43/370
2021	District 204 was not eligible for the Racial Disproportionality Metric in 2021***			
2022	Yes	3.808	9.4 – 0.0	33/343
2023	Yes	4.062	30.5 – 0.0	33/441
2024	Yes	5.090	12.5 – 0.0	21/442

**Suspension Rate**

Calculation: Total number of out-of-school suspensions divided by the total district enrollment by the last school day in September for the year in which data was collected, multiplied by 100.

\*Eligibility: 10 or more out-of-school suspension for a given school year.

**Expulsion Rate**

Calculation: Total number of out-of-school expulsions divided by the total district enrollment by the last school day in September for the year in which data was collected, multiplied by 100.

\*\*Eligibility: 10 or more expulsions for a given school year (includes expulsions with and without educational services)

**Racial Disproportionality Rate**

Calculation: A divided by B, where

A = the total number of non-white out-of-school suspensions and expulsions divided by the total non-white enrollment as of October 1<sup>st</sup> of the school year

B = the total number of white out-of-school suspensions and expulsions divided by the total white student enrollment as of October 1<sup>st</sup> of the school year.

\*\*\*Eligibility: 50 or more white students and 50 or more students of color; 10 or more expulsions or out-of-school suspensions for a given school year.

It is important to note for each metric, only districts eligible for the metric are included in the count. Districts include the following types of school districts: elementary, high school, unit, and state authorized charter schools.

LTHS - RACIAL DISPROPORTIONALITY CALCULATIONS							
YEAR	TOTAL WHITE STUDENTS	TOTAL SUSPENSIONS OF WHITE STUDENTS	RATE	TOTAL STUDENTS OF COLOR	TOTAL SUSPENSIONS OF STUDENTS OF COLOR	RATE	RACIAL DISPROPORTIONALITY RATE
2017	2917	54	1.85	1091	63	5.77	3.119
2018	2933	42	1.43	1099	58	5.23	3.692
2019	2941	78	2.65	1125	67	5.60	2.246
2020	2869	41	1.43	1163	64	5.50	3.851
2021	District 204 was not eligible for the Racial Disproportionality metric in 2021						
2022	2648	29	1.10	1271	53	4.17	3.808
2023	2495	29	1.16	1292	61	4.72	4.062
2024	2407	21	0.87	1306	58	4.44	5.090

Incidents	Year	Hispanic	African-American	White	Asian	2 or more races	Total Incidents
Drug Offense	2023-24	9	4	0	0	0	13
Violence without Physical Injury	2023-24	16	3	5	0	0	25
Violence with Physical Injury	2023-24	5	2	3	0	0	10
Incidents	Year	Hispanic	African-American	White	Asian	2 or more races	Total Incidents
Drug Offense	2022-23	22	2	11	0	1	36
Violence without Physical Injury	2022-23	12	1	5	0	2	20
Physical Confrontation	2022-23	2	3	3	0	1	9
Incidents	Year	Hispanic	African-American	White	Asian	2 or more races	Total Incidents
Drug Offense	2021-22	9	0	12	0	1	22
Violence without Physical Injury	2021-22	3	1	0	0	0	4
Physical Confrontation	2021-22	18	4	5	0	3	30

Incidents	Year	Hispanic	African-American	White	Asian	2 or more races	Total Incidents
Drug Offense	2019-20	21	10	27	1	2	61
Physical Confrontation	2019-20	13	6	6	2	0	27
Gross Insubordination	2019-20	1	0	4	0	1	6
Incidents	Year	Hispanic	African-American	White	Asian	2 or more races	Total Incidents
Drug Offense	2018-19	29	2	41	3	3	78
Physical Confrontation	2018-19	15	5	14	0	3	37
Gross Insubordination	2018-19	1	2	7	0	0	10

Incidents	Year	Hispanic	African-American	White	Asian	2 or more races	American Indian	Total Incidents
Drug Offense	2017-18	25	1	17	2	1	1	47
Physical Confrontation	2017-18	15	3	11	0	2	0	31
Arson	2017-18	1	0	0	0	0	0	1

Incidents	Year	Hispanic	African-American	White	Asian	2 or more races	Total Incidents
Drug Offense	2016-17	11	4	14	0	1	30
Physical Confrontation	2016-17	14	7	18	1	0	40
Alcohol	2016-17	3	1	10	0	0	14

Upon review of the ISBE Exclusionary Discipline Data for Lyons Twp HSD 204, the following was noted:

- LTHS has not been within the top 20% of (eligible) school districts with regard to Suspension Rate or Expulsion Rate in the ISBE data set, which begins in 2017.
- LTHS was not eligible for the metrics (i.e. rates were below eligibility thresholds) of Suspension Rate in 2021 and of Expulsion Rate in all years 2017 – 2024.
- LTHS has been within the top 20% of eligible districts for Racial Disproportionality in 6 of the last 8 years.
- The percentage of the total enrollment of students of color for the years 2017 through 2020, and 2022 through 2024 was 27.2%, 27.2%, 27.6%, 28.8%, and 32.4%, 34.1%, 35.2% respectively.
- The percentage of the total suspensions/expulsions applied to students of color for the years 2017 through 2020, and 2022 through 2024 was 53.8%, 58%, 46.2%, 60.9%, and 64.6%, 67.0%, and 73.4% respectively.
- The district's Suspension Rate was highest in 2019 and lowest in 2022.
- The district's Racial Disproportionality Rate was highest in 2019 and lowest in 2024.
- Drug Offense has been included in the top 3 infractions resulting in exclusionary discipline in all years 2017 – 2024
  - Gross Insubordination was included in the top 3 infractions twice (2019, 2020)
  - Alcohol was included in the top 3 infractions once (2017)
  - Arson was included in the top 3 infractions once (2018)
  - Violence without Physical Injury has been included in the top 3 infractions three times (2022, 2023, & 2024)
  - Violence with Physical Injury was included in the top 3 infractions for the first time in 2024
- Occurrences of Drug Offenses were lowest in 2024 (13 occurrences) and highest in 2019 (78 occurrences)
  - White students represented the largest number of Drug Offenses in 4 of the 7 years listed (2017, 2019, 2020, & 2021). In all of those years Hispanic students represented the next largest number of Drug Offenses.
  - Hispanic students represented the largest number of Drug Offenses in 2018, 2023 & 2024. White students represented the next largest number of Drug Offenses in 2018 and 2023, while African American students represented the next largest number of Drug Offenses in 2024.
- Occurrences of Physical Confrontation were lowest in 2023 (9 occurrences) and highest in 2017 (40 occurrences)
  - Physical Confrontation was not among the top infractions within 2024
  - Hispanic students represented the largest number of Physical Confrontations in 4 of the 7 years listed (2018, 2019, 2020, & 2022).

- White students represented the second largest number of Physical Confrontations in 2018 and . White and African American students represented the second largest number of Physical Confrontations in 2020.
- White students represented the largest number of Physical Confrontations in 2018, 2019, & 2022 and White and African American students represented the largest number of Physical Confrontations in 2020 & 2023.
  - Hispanic students represented the second largest number of Physical Confrontations in 2017 and 2023.
- Occurrences of Violence with Physical Injury was included in the top 3 infractions for the first time in 2024.
  - Hispanic students represented the largest number of infractions, followed by White Students, followed by African American students.



**Potential Action Plan to Reduce the Use of Exclusionary Discipline and/or Racial Disproportionality:** (Goal/Objective, Strategy/Action, Timeframe, Responsible Individual(s), Success Criteria, and Method of Evaluation)

- **Data Review and Analysis**

- On a quarterly basis, the Building Leadership Team along with the Director of Student Services and Director of Equity and Belonging convene to review data and action plan for improvement.
- LTHS will utilize local, disaggregated data to fully understand who is being suspended, the reasons for suspensions, and the disparities in suspension across demographic groups. This information will be essential in understanding how to specifically address concerns and to reduce the Racial Disproportionality Rate.
- LTHS will utilize data to set goals for the measured metrics, with accompanying action steps, to remain out of the top 20% of the ISBE Exclusionary Discipline list.

- **Increasing District Capacity**

- Professional learning opportunities that have indirect and direct impact on student behavior and discipline include:
  - Restorative Practices – use within Assistant Principals’ offices, Student Services, and within classrooms (Summer workshop 2024 with additional learning opportunities throughout the 2024-25 school year)
  - Legal Discipline workshop with BLT, Special Education and Student Services Leadership – 9/9/24
  - Legal Discipline workshop with BLT – 1/6/25
  - Youth Mental Health First Aid – 1/6/25 and 2/28/25
  - Trauma Informed Practices – 3/21/25
- The Student Services Division continues to increase support/skill-building group offerings at Tier 2 and 3 to support students
- LTHS implemented a Full-Time TBE Program in Spanish for the 2023/24 School Year with the addition of 4.0 Bilingual FTE
- LTHS Continues to partner with West40 to provide a Tapestry Program to support students, both inside and outside of school, with 4.0 FTE Student Advocates assigned to caseloads of no more than 30 students. This allows for individual academic support and home/school connections.
- All District Administrators, as well as all individuals within the Student Services Division, were trained in the Comprehensive School Threat Assessment Guidelines (CSTAG) as an approach to school violence that emphasizes early attention to issues such as student conflict, bullying, teasing, etc. before they escalate. This process also supports intervention rather than punishment when appropriate.

- **District/Board Policy and Procedures Review**

- The Board of Education, in collaboration with the Superintendent and consultation with the district’s law firm, will review all policies related to discipline to ensure legal compliance and support for improved student outcomes.

- **Handbook Review and Revision**

- The LTHS Student Handbook Code of Conduct was comprehensively reviewed and revised (accepted by the BOE in June 2024) to comply with all legal standards and Board policy. Additionally, the revised Code of Conduct aligns with the district goal of creating a Restorative Community.
- The entire handbook will be reviewed by legal counsel in 2<sup>nd</sup> semester of 2024/25 for any additional updates/revision since the last comprehensive revision (June 2023).

- **Integration of Restorative Practices**

- Integration and implementation of restorative practices will align with a Multi-Tiered System of Support Framework
  - Tier 1 – Clear Expectations and Education for All (Prevention)
  - Tier 2 – Targeted Support and Skill-Building (Intervention)
  - Tier 3 – Individualized and intensive support to repair harm (Reintegration)

- The Restorative Intervention Room was implemented at both campuses, lead by a Restorative Intervention Specialist. This specialist works directly with students in both a proactive and responsive manner, with the goal of reducing exclusionary discipline and recidivism for students who have received behavior referrals/consequences. This implementation began in August 2024.
- **Partnership with Rosecrance, Way Back Inn, and 3<sup>rd</sup> Millennium**
  - Rosecrance is a national leader in addiction and behavioral health treatment that provides individualized, evidence-based treatment. Instead of an immediate out-of-school suspension and return, LTHS has contracted with Rosecrance to provide virtual assessments to work with students and families (when a student is found in possession or under the influence of illegal substances). Based on the results of the assessment, students and families may opt-into various treatment programs through Rosecrance and their local La Grange office.
  - In lieu of out-of-school suspensions, students and families may opt-in to an alternative-to-suspension program with Rosecrance. The goal of this program is treatment and recovery as opposed to exclusionary discipline (e.g. suspension).
  - Utilization of 3rd Millennium: The Assistant Principals are utilizing 3rd Millennium modules as a restorative learning opportunity within the following areas: tobacco/drug use, conflict resolution, and equity.
  - Social Workers and Restorative Intervention Specialists completed a series of training sessions from Way Back Inn, a local provider for addiction and substance abuse treatment. Our staff received training on trends of use in adolescents, best practices for short-term intervention, and recommendations for partnering with parents.