ILLINOIS STATE BOARD OF EDUCATION

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 3, 2026**.

Discipline Improvement Plan

NAME OF SCHOOL DISTRICT/CHARTER SCHOOL	SCHOOL YEAR	BOARD APPROVAL DATE(S)
Glen Ellyn School District 41	2025-2026	

LINK TO DISTRICT WEBSITE WHERE PLAN IS POSTED	SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS
	793 N. Main Street Glen Ellyn, IL 60137
SUPERINTENDENT/ADMINISTRATOR NAME Dr. Jeff McHugh	

Discipline Improvement Plan Team

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

TEAM LEADER	POSITION/TITLE	EMAIL
Jeff McHugh	Superintendent	jmchugh@d41.org

TEAM MEMBER	POSITION/TITLE	EMAIL
Molly Victor	Executive Director of Student Services	mvictor@d41.org
Steve Diveley	Principal, Hadley Junior High	sdiveley@d41.org
Brittany Smith	Principal, Abraham Lincoln Elementary	bmsmith@d41.org
Jeff Burke	Principal, Benjamin Franklin Elementary	jburke@d41.org
Christine Ahrens	Principal, Churchill Elementary	cahrens@d41.org
Scott Klespitz	Principal, Forest Glen Elementary	sklespitz@d41.org

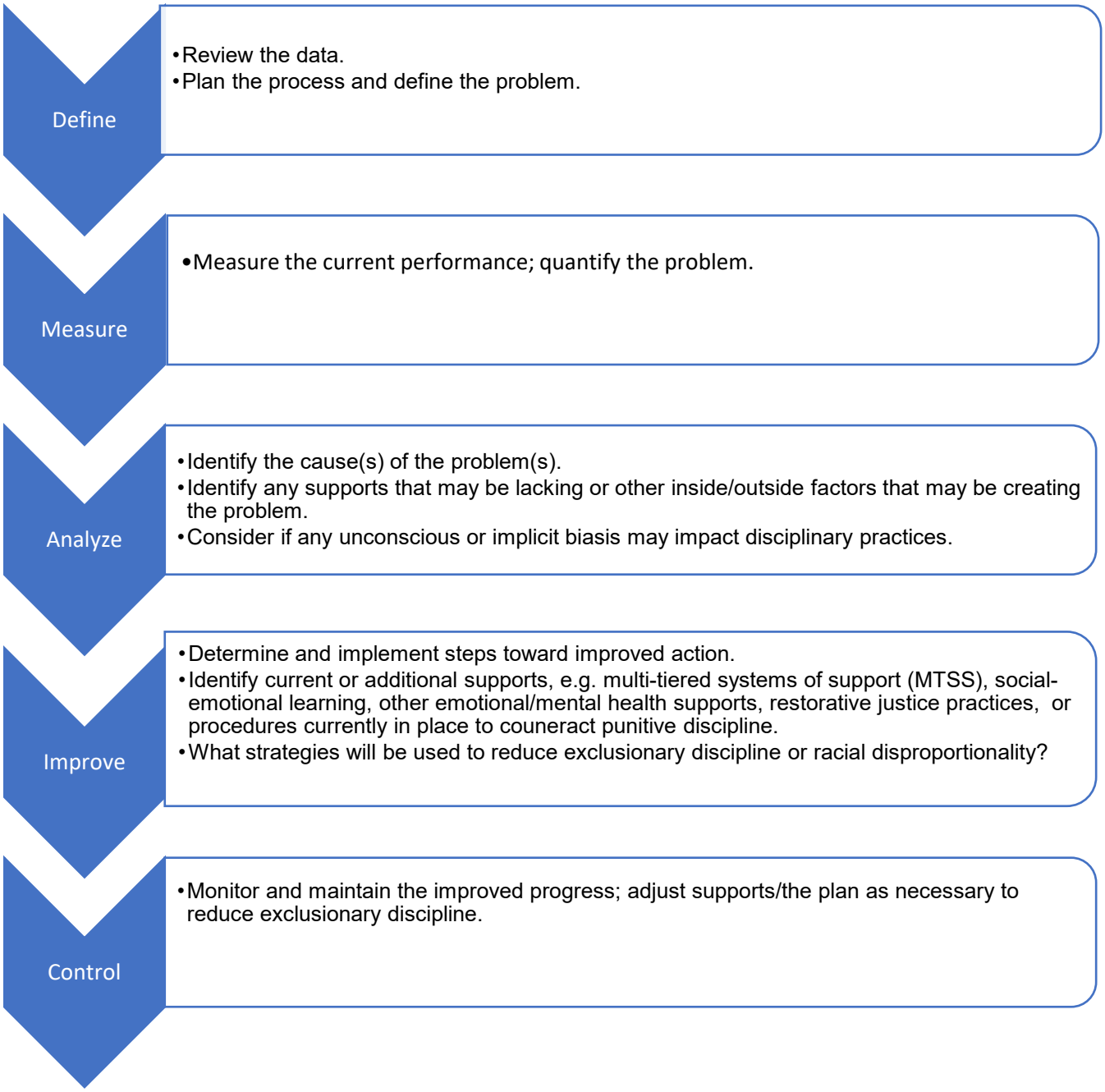
Recommended Steps to Consider when Creating the Discipline Improvement Plan

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)?

District 41 employees participate in implicit bias training on an annual basis. The current training is two-parts: "Cultural Competency and Racial Bias" and "Ethics and Boundaries for School Employees."

The Diversity Equity and Inclusion Provider Evaluation Tool has not been used by District 41.

4. **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)

Goal/Objective: Decrease exclusionary discipline, Increase student centered, proactive instruction focused on appropriate school behavior

Strategy:
1. Build relationships and positive school culture - Does every student have a trusted adult who cares about them?
2. Increase proactive and layered support - Explicit teaching of behavior expectations, relying on student - adult positive relationships
3. Increase use of restorative practices and mindfulness activities throughout the school day - mimic restorative practice (TOSA work) at elementary level
4. Explore dedicated SEL time for each grade level - develop an implementation fidelity plan, determine universal data source related to SEL skills (baseline)
5. Develop staff training plan - targeted work with grade levels across the district to increase consistent approach to behavior instruction; refresher training on bias and how it impacts decision making

All strategies will implemented throughout the 2025-2026 and 2026-2027 school years. The Discipline Improvement Team listed above, along with Assistant Principals, Social Workers and Counselors, will develop training and/or implementation plans for each of the strategies listed above. Success criteria and evaluation method will be determined by the team when developing implementation plans. Overall success criteria is decreased exclusionary discipline for all students.

Print Reset Form