

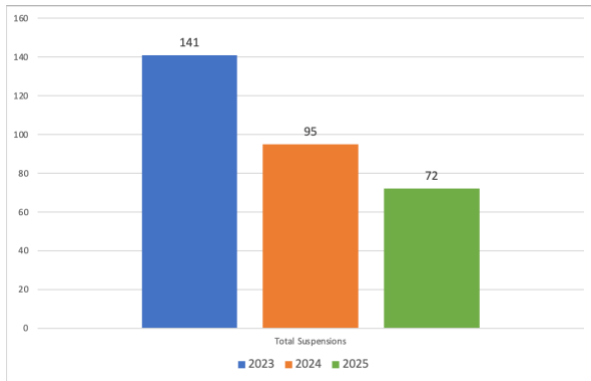
Berwyn South School District 100

Discipline Improvement Plan

Reducing Suspensions, Increasing Restorative Practices and Strengthening Student Outcomes

Purpose and Rationale

The purpose of this plan is to address exclusionary disciplinary practices and racial disparity, including out-of-school and in-school suspensions, and to ensure disciplinary responses support student learning, belonging, and long-term success. District data indicates a significant decline in the use of suspension, supporting that PBIS and restorative practices that have been emphasized for the past several years have been effective. The focus of this plan will be to continue to implement these practices to reduce suspensions for all students. The number of suspensions has decreased by 48.9% since 2023 and our percent of students suspended remains low; however, the percentage remains lower for the white student group than for students of color, as documented in the charts below. Our goal is to decrease the number of suspensions for all students during the 2025-2026 school year by fifteen percent over last year.



	Total White Students	Total Exp/Susp White Students	Percent of Student Exp/Susp White Students	Total Students of Color	Total Exp/Susp Students of Color	Percent of Student Exp/Susp Students of Color
2023	239	4	1.7%	2758	137	5.0%
2024	261	3	1.2%	2737	92	3.4%
2025	242	1	.4%	2760	71	2.6%

District 100 believes that exclusionary practices can negatively impact academic achievement, attendance, school climate, and student engagement, particularly when used frequently or disproportionately. Suspension is utilized for physical aggression and fighting and possession/use of drugs, alcohol or weapons, which all threaten the safety of the school.

This plan outlines a comprehensive approach focused on prevention, relationship-building, instructional practices, and restorative responses to behavior.

Guiding Principles

- Behavior is a form of communication and must be addressed through understanding, instruction, and support.
- Strong relationships, rigorous and engaging instruction, and consistent classroom practices reduce behavioral challenges.
- Discipline systems should be equitable, data-informed, and focused on growth rather than punishment.
- Exclusionary practices should be used only as a last resort when safety is a concern.

Districtwide Framework for Improvement

Positive Behavioral Interventions and Supports (PBIS)

Schools will strengthen its implementation of PBIS as the foundational framework for behavior support. This includes:

- Clearly defining, teaching, and reinforcing schoolwide behavioral expectations across all settings
- Ensuring consistent use of positive reinforcement strategies to acknowledge appropriate behavior
- Aligning classroom expectations with schoolwide PBIS practices to promote consistency for students
- Providing staff with ongoing professional learning on PBIS strategies, classroom management, and de-escalation techniques

PBIS implementation will emphasize prevention, predictability, and positive feedback, reducing the need for reactive disciplinary responses.

Elementary schools that implement **Responsive Classroom** will focus on the following Responsive Classroom Pillars:

- **Engaging Academics:** Adults create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests.
- **Positive Community:** Adults nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.
- **Effective Management:** Adults create a calm, orderly environment that promotes autonomy and allows students to focus on learning.
- **Developmentally Responsive Teaching:** Adults use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

CHAMPS (Middle Schools)

Middle schools will strengthen its implementation of CHAMPS as a systematic, prevention-oriented approach that guides teachers in providing universal classroom supports to promote appropriate behavior and reduce disruptive behavior in the classroom.

- Clearly defining, teaching, and reinforcing classroom expectations
- Ensuring consistent use of strategies in all classrooms
- Providing staff with ongoing professional learning on CHAMPS strategies, classroom management, and de-escalation techniques

Consistent implementation of CHAMPS in all middle school classrooms emphasizes positive, proactive strategies that prevent problem behavior from occurring in the first place, explicitly teaches behavioral expectations, and encourages appropriate behavior through frequent positive feedback, reducing the need for reactive disciplinary responses.

Data Review and Continuous Monitoring

Each school will engage in regular and intentional review of discipline data to guide decision-making and identify patterns of concern.

- Discipline data (including suspensions, referrals, time of day, location, behavior type, and student subgroups) will be reviewed by the school leadership team on a scheduled basis
- Data will be used to identify disproportionality, repeated behaviors, and students in need of additional support
- Findings will inform targeted interventions, staff support, and adjustments to classroom and schoolwide practices
- Progress will be monitored over time to assess the effectiveness of interventions and guide continuous improvement

Data review will focus on understanding root causes and problem solving.

Classroom-Based Practices

Reducing exclusionary discipline begins in the classroom. Schools will prioritize strong instructional and management practices that proactively support student behavior.

Key classroom strategies include:

- Establishing clear routines, expectations, and procedures that are explicitly taught and reinforced
- Using culturally responsive and trauma-informed instructional practices
- Implementing proactive classroom management strategies, including frequent opportunities for engagement and movement

- Differentiating instruction to meet diverse academic and social-emotional needs
- Utilizing in-class interventions and problem-solving before behavior escalates
- Ensuring regular communication with families, including positive phone calls and direct contact with families regarding behavioral concerns.

Teachers will be supported through coaching, collaboration, and professional learning focused on effective classroom practices.

Relationship Building and School Climate

Positive relationships are essential to reducing behavioral challenges and increasing student accountability.

Schools will focus on:

- Building strong teacher-student relationships through social-emotional learning time, intentional check-ins, mentoring, and positive interactions
- Implementation of the Second Step curriculum at all grade levels
- Creating a sense of belonging for all students by fostering inclusive and supportive classroom environments
- Encouraging staff to know students' strengths, interests, and backgrounds
- Partnering with families to support student behavior and reinforce expectations

A positive school climate will be reinforced through consistent messaging, staff collaboration, and shared responsibility for student success.

Restorative and Proactive Practices

Schools will increase the use of restorative practices as an alternative to exclusionary discipline.

These practices include:

- Restorative conversations that focus on accountability, repairing harm, and rebuilding relationships
- Problem-solving conferences involving students, staff, and families when appropriate
- Teaching students social-emotional skills such as conflict resolution, emotional regulation, and responsible decision-making
- Utilizing reflection tools and restorative responses that keep students engaged in learning

Restorative practices will be used both proactively and responsively to address behavior while maintaining student dignity and connection to school.

Tiered Supports and Intervention

Students who demonstrate repeated behavioral challenges will receive additional supports aligned with the MTSS framework outlined in District 100's MTSS Manual.

- Tier 1: Strong universal PBIS and classroom practices for all students
- Tier 2: Targeted supports such as check-in/check-out, social skills groups, or mentoring
- Tier 3: Individualized behavior plans developed collaboratively with families and support staff

District 100 has a well-staffed behavioral support team, partnerships with local community organizations to provide on-site mental health services for students, and on-site student support services at the middle schools for at-risk students through our Regional Office of Education. The goal is to utilize professional resources to intervene early and provide appropriate supports before exclusionary discipline becomes necessary.

Accountability and Sustainability

School leadership will ensure accountability through:

- Ongoing monitoring of discipline data and fidelity of implementation of PBIS, iChamps, and restorative practices
- Regular communication with staff regarding expectations and progress
- Professional learning aligned to identified needs
- Reflection and adjustment of practices based on outcomes

District leadership will ensure accountability through:

- Ongoing monitoring of discipline data with district-level teams, including the Universal PBIS Team and Behavioral Support Team, with representatives from all schools
- Regular communication with the Board of Education regarding progress
- Regular communication with staff regarding expectations and progress
- Provide annual deescalation training for identified staff
- Providing professional learning opportunities, as identified based on needs identified at the school levels.
- Annual review and adjustment of the plan

Reducing suspensions for all students is not a single initiative but a sustained commitment to improving instruction, relationships, and student support systems.

Conclusion

By strengthening PBIS and Champs implementation, using data to guide decisions, prioritizing classroom practices and relationships, and expanding restorative and proactive approaches, the district is committed to reducing overreliance on exclusionary discipline and addressing racial disparity. This approach ensures disciplinary practices are equitable, instructional, and aligned with the goal of supporting every student's academic and social-emotional success.