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) |
|---|---|---|
| Oak Lawn CHSD 229 | 2025-26 | March 15, 2023 |

| LINK TO DISTRICT WEBSITE WHERE PLAN IS POSTED | SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS |
|---|---|
| www.olchs.org | 9400 Southwest Hwy<br>Oak Lawn, Illinois 60453 |
| SUPERINTENDENT/ADMINISTRATOR NAME | |
| Dr. Shahe Bagdasarian | |

## 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 |
|---|---|---|
| Marcus Wargin | Assistant Principal | mwargin@olchs.org |

| TEAM MEMBER | POSITION/TITLE | EMAIL |
|---|---|---|
| Helen Hassett | Support Staff | Hhassett@olchs.org |
| Patricia Shafer | Teacher | pshafer@olchs.org |
| Angela Verde | Dean | averde@olchs.org |
| Hamed Askar | Dean | haskar@olchs.org |
| Jamie Hernandez | Dean | jhernandez@olchs.org |
| Joe Butler | Dean | jbutler@olchs.org |

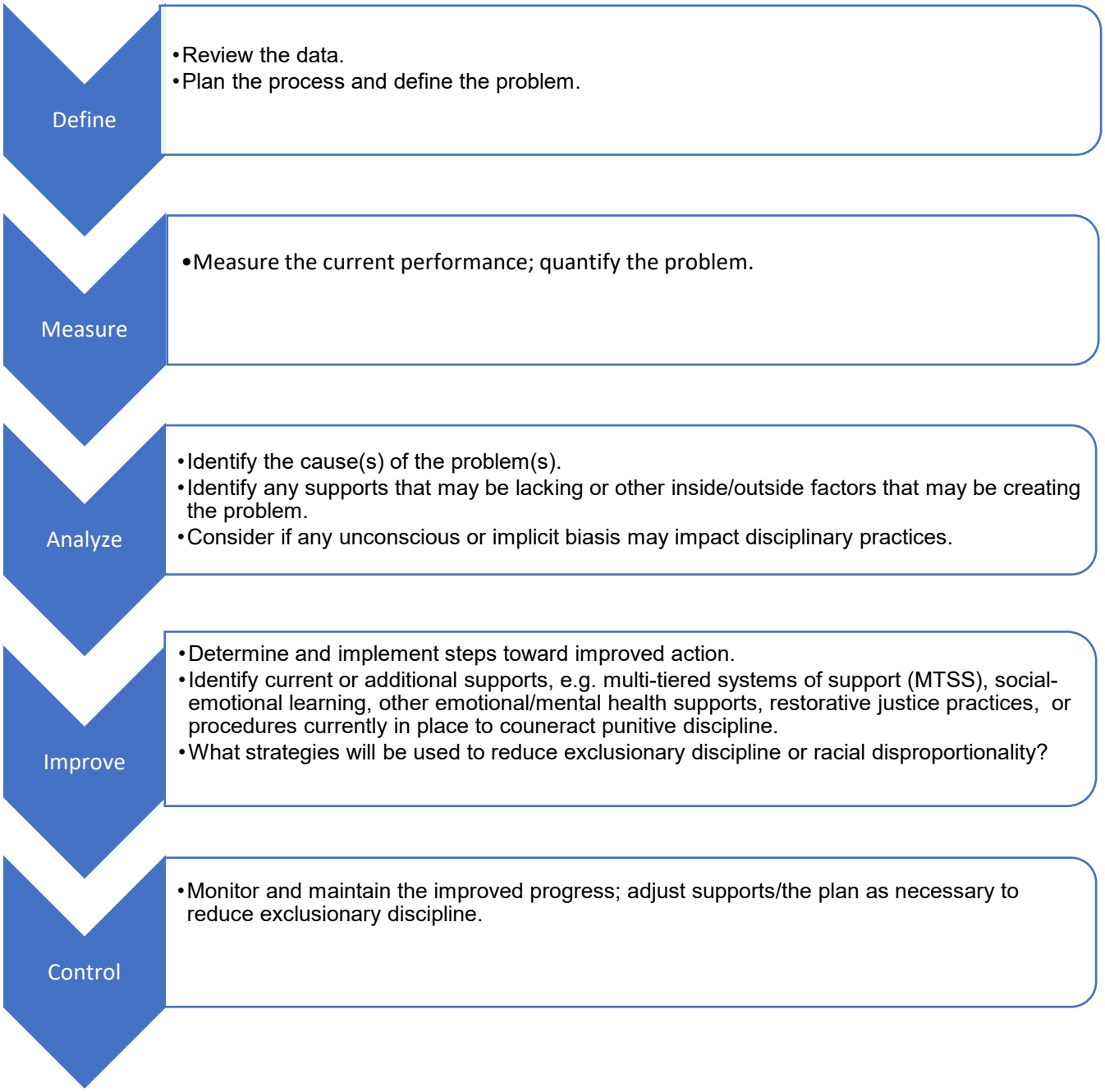
## Recommended Steps to Consider when Creating the Discipline Improvement Plan

### 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)?**

Yes, all of our staff have completed training. We use the GCN training company tutorial entitled " Cultural Competency and Racial Bias- IL House Bill 38-69. " This is completed annually.
We have not incorporated the Diversity Equity and Inclusion Provider Evaluation Tool.

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)

Our suspension rate is the reason we are cited for being in the top 20% of schools issuing exclusionary discipline. We are not in the top 20% for expulsion or racial disproportionality. This plan will focus on the suspension rates.
Our goal for the 2025-2026 school year is to reduce the number of suspensions by 3% or more, which would bring our suspension rates below what they were before the Pandemic.
OLCHS will continue the to ensure thatall appropriate and available behavioral and disciplinary interventions before seeking an out-of-school suspension for more than three days and reserve such measures only for situations where a student ' s continuing presence in school would pose a threat to the safety of other students, staff or members of the school community.
OLCHS already use a progressive discipline system, with first offenses focused on remediation. Additionally, OLCHS is using restorative justice techniques in a limited capacity.
During the 2025-26 school year, we look to increase our knowledge/awareness and use of restorative justice techniques and implementing other strategies for limiting school exclusion. This will be done through:
- Administration attending professional development sessions about restorative practices
- Utilizing our instructional coaches to provide specific Social-Emotional Learning training to our staff
- This year we added a fourth Dean in our Discipline Office to allow the Deans time to build restorative practices and healthy relationships with students. The addition of this Dean allows all the Deans to have the time to facilitate meetings with other stakeholders (counselors, social workers, parents, etc..) to create plans that focus on remediating a student ' s behavior.

- Teaching all staff and students about the Mood Meter, from Yale University ' s Center for Emotional Intelligence, to help students recognize their emotions, and make the right choices about how to " tame " or regulate that emotion.
- We organized a conference-wide " Deans Conference " where partner schools, many of which have lower suspension rates, can share their techniques and ideas for reducing student suspensions.
- Using classroom-based interventions and training staff in functional analysis of behavior and interventions. This will be done by our two instructional coaches. One is dedicated solely to provided Social-Emotional Learning resources and support to our teachers. This coach assists all classroom teachers in incorporating the CASEL competencies into their lesson planning.
- We have partnered with the company Care Solace in order to increase the referrals to appropriate mental health service providers.
- We will continue to review the guidance issued to school district from the Illinois Attorney General in December of 2021, which will help OLCHS align our policies and practices to those that ISBE and the Attorney General deem as best practice.
Our Deans Office will monitor our suspension rates at the end of each quarter to determine if the above strategies have reduced exclusionary discipline. The overall number of suspensions will be used to determine if progress has been made.



Print Reset Form