



DISCIPLINE IMPROVEMENT PLAN

(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: Evanston/Skokie School District 65	School Year: 2022	Board Approval Date(s): May 23, 2022
School District/Charter School Address: 1500 McDaniel Ave. Evanston IL		
Superintendent/Administrator Name: Dr. Devon Horton		
Discipline Improvement Plan Team		
Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.		
<p>Team Leader:</p> <p style="text-align: center;">Elijah Palmer <u>Director of Culture and Climate; palmere@district65.net</u></p> <p>Team Members:</p> <p style="text-align: center;">Terrance Little <u>Assistant Superintendent of Schools; littlet@district65.net</u></p> <p style="text-align: center;">Angel Turner <u>Director of Literacy; turnera2@district65.net</u></p> <p style="text-align: center;">Donna Cross <u>Director of MTSS, SEL, & Assessment; crossd@district65.net</u></p> <p style="text-align: center;">Anna Marie Candelario <u>Director of Student Services; candelarioa@district65.net</u></p> <p style="text-align: center;">Romy DeCristofaro Assistant Superintendent of Student Services; decristofaror@district65.net</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 website. Districts/Charter Schools may also consider any other local data when creating their plan.

2-Data Analysis and Identified Trends:

1. In District 65, African American students make up 25% of the district's population. Of the 131 suspensions to date this school year, 93 students were suspended at least one time and of the 93 students that were suspended, 59 of those identified as African American students totaling 63%. In conclusion, there are only 25% of African American students in the district, but they still account for 63% of total out of school suspensions for SY 2021-22.
2. In 2017, a total of 164 out of school suspensions were accumulated during this time pre-COVID. In 2018, we were at 141 total out of school suspensions for the year, also pre-COVID. In 2019, out of schools decreased to 81 for the school year. In 2020, out of school suspension numbers decreased even more to a total of 48 for the school year. In 2021, where the majority of the school year was in a virtual setting, out of school suspension numbers were at 3 total for the school year. Finally, in 2022, there have been a total of 145 out of school suspensions to date. These numbers are similar to the 2017 and 2018 school year.

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

1. **District:** Identify clinicians across the district to serve as members on the Family Collaboration Meeting (FCM) Team to perform FCM meetings with families and students for Level 3 behaviors or multiple level 2 violations according to the Behavior Continuum.
2. **Schools:** Building leaders are meeting with their School Climate Team (SCT) members to analyze and assess their discipline data. This allows the building leaders to make adjustments to their everyday practices that may have less supervision during least structured times of the day. This will also allow the building leaders and their staff to identify trends of when and what's occurring in their school building. This will ultimately prevent students from exhibiting behaviors that may result in an out of school suspension.
3. **District & School:** Make sure that every school in district 65 has members (i.e. teachers, para-professionals, school administrators, and district leadership) that are well versed and trained on Restorative Practices, Olweus Bullying Prevention, and Crisis Prevention Interventions. These programs all serve a purpose to build relationships with students and families, prevent bullying behavior from occurring by identifying when it's happening, and ways to de-escalate behavior when

students are dysregulated. When implemented with fidelity, these programs have the power to change behaviors along with the overall culture and climate of a school building. Additionally, to address a surge in out of school suspensions that have occurred at one of our middle schools, we will add Family And Community Engagement(F.A.C.E) Liaisons to support Haven Middle School. These 4 positions that have been created will have experience with all of the programs that were mentioned to address and deal with students in crisis. They will also serve as mentors to support a demographic of students that are in need of Tier 3 interventions and support. They will have a partnership with families of those identified students to ensure transparency from the school to their homes. These F.A.C.E liaisons will be responsible for about 10 students individually where they will have weekly or biweekly check-ins with the students and family.