



DISCIPLINE IMPROVEMENT PLAN TEMPLATE

(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: Oak Lawn Community High School	School Year: 2021-2022	Board Approval Date(s): May 18, 2022
School District/Charter School Address: 9400 Southwest Highway Oak Lawn, IL 60453		
Superintendent/Administrator Name: Superintendent: Dr. Michael Riordan. Principal: Dr. Jeana Lietz		
Discipline Improvement Plan Team		
Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.		
Team Leader: <p style="text-align: center;">Jeana Lietz, Principal, jlietz@olchs.org</p>		
Team Members: <p style="text-align: center;">Jamie Hernandez, Dean of Students, jhernandez@olchs.org Pete Hennessy, Parent/School SRO, phennessy@olchs.org Helen Hassett, Parent/Dean Assistant, hhassett@olchs.org Patricia Shafer, Teacher/Parent, pshafer@olchs.org Janice Balthazor, Attendance Coordinator, abalthazor@olchs.org Sheri Bezak, Dean Assistant, sbezak@olchs.org Angie Verde, Dean of Students, averde@olchs.org Hamed Askar, Dean of Students, haskar@olchs.org Robin Yerian, Teacher, ryerian@olchs.org</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 webpage. Districts/Charter Schools may also consider any other local data when creating their plan. Suspension Data for: 2016- 57 2017- 8.099

2018- 10.114
2019- 11.432
2020- 9.689
2021- 0

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 expulsions or racial disproportionality. This plan will focus on the suspension rates.

2-Data Analysis and Identified Trends:

When examining the data, it shows that Oak Lawn High School had drastically reduced student exclusions from its peak in 2016. The years 2017-2019 were statistically similar. 2020 should not be included in our planning given that it was the year of the school shutdown due to the COVID-19 pandemic, and there was no discipline issued between March 13, 2020, and the end of the school year that year, which would skew the numbers. Additionally, we issued no out-of-school suspensions or exclusions during the 2021-22 school year due to the COVID-19 pandemic.

Looking at our own local data, it shows the top reasons students were issued days of suspension. They include the infractions of: Aggressive Behavior Physical, Aggressive Behavior Verbal and Gross Insubordination. These infractions are major offenses and ones that require a larger consequence because of the safety threat they pose to other students and the staff at OLCHS.

We do not have any zero-tolerance policies at OLCHS. OLCHS follows the standards set by 105 ILCS5/10-22.6 when issuing out-of-school suspensions or expulsions as a disciplinary consequence. We exhaust all appropriate and available behavioral and disciplinary interventions before seeing 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,

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

OLCHS will continue to ensure that all appropriate and available behavioral and disciplinary interventions before seeing 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, OLCCHS is using restorative justice techniques in a limited capacity. In the future, we look to increase our knowledge/awareness and use of restorative justice techniques. 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
- Adding 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 will also allow them 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.

Our discipline team will also spend the next year looking at the ISBE resource entitled “Strategic Plan 2.1.2: Inclusive Practices Model Policy, Administrative Procedures, and Handbook Notices Toolkit,” and comparing the practices and policies suggested to our own current policies and practice. There are several helpful links, checklists, and documents in the toolkit that can help us grow our restorative practices, ensuring that they are best practice and what is recommended by ISBE.

We will also review the guidance issued to school district from the Illinois Attorney General in December of 2021.

Both of these guidance documents will help OLCHS align our policies and practices to those that ISBE and the Attorney General deem as best practice.