



Illinois State Board of Education

Dr. Tony Sanders, State Superintendent of Education
Dr. Steven Isoye, Chair of the Board

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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 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 1, 2024**.

DISCIPLINE IMPROVEMENT PLAN		
Name of School District/Charter School: Peru Elementary 124	School Year: 23-24	Board Approval Date(s): November 14, 2023
Link to district website where plan is posted: https://www.perued.net/pages/uploaded_files/2022-23%20Peru%20Elem%20124%20Discipline%20Improvement%20Plan.pdf		
School District/Charter School Address: 1800 Church Street, Peru IL, 61354		
Superintendent/Administrator Name: Richard J. Craven		
Discipline Improvement Plan Team		
Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.		
Team Leader:		
<i>Name</i> Richard J. Craven	<i>Position/Title</i> Superintendent	<i>Email Address</i> jcraven@perued.net
Team Members:		
<i>Name</i>	<i>Position/Title</i>	<i>Email Address</i>
Sara McDonald	Northview Elem Principal	smdonald@perued.net
Heather Baker	Northview Elem Asst. Principal	hbaker@perued.net
Brent Ziegler	Parkside Middle School Principal	bziegler@perued.net
Wes Miller	Parkside Middle School Asst. Principal	wmiller@perued.net
Julie Miller	Parkside Middle School Social Worker	jmiller@perued.net

Mindy Davis	Northview Elem Social Worker	mdavis@perued.net
Kim Evans	Director of Student Services	kevans@perued.net

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:

Review the data. Our data indicates that in 2022-2023 Peru Elementary had 23 total suspensions with 6 being white students and 17 being students of color. Further review indicates that 2 students accounted for the 17 students of color suspensions. Not all of these suspensions were full days, rather most were partial days when students were dysregulated, harming themselves or staff or peers, and after extended efforts from staff could not become composed or return to class. A parent/guardian was asked to pick them up for the remainder of the day. In some cases, the students did not return the following day. One student, who accounted for the majority of suspensions, was eventually referred to a therapeutic day program.

Plan the process and define the problem. Peru Elementary has an experienced staff including a full time social worker at each building, an implemented MTSS plan including an established problem solving process, practices restorative justice, and has a social emotional learning curriculum. When faced however with unregulated students resulting in harm to themselves or others, who cannot become composed after extended efforts and prolonged periods of time, parental/guardian intervention is needed, in some cases including removal for the remainder of the day.

Determine and implement steps toward improved action. Utilizing our Social Emotional Curriculum, MTSS/PBIS Programs, and available Social Work resources including those through LEASE, our Special Education Cooperative, we will continue to work with individual students and families when students demonstrate a need for further support and intervention.

What strategies will be used to reduce exclusionary discipline or racial disproportionality? We will continue to train teachers and staff in de-escalation strategies and early indicators that may lead students to become dysregulated. Each school has a crisis team trained annually in de-escalation and CPI. Utilizing our Social Emotional Curriculum, MTSS/PBIS Programs, available Social Work resources, and support through LEASE, our Special Education Cooperative, we will continue to work with individual students and families when students demonstrate a need for further intervention, up to and including eligibility for IEP's and additional services and supports. Finally, students with repeated suspensions are offered remote related services (speech, social work, etc.) when possible.

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 faculty and staff are required to annually complete the "Bias and Microaggressions in the Classroom" course. This course is a conversation about bias and microaggressions, their impact, and how to circumvent it. It reveals the power of words and unpacks the fact that sometimes things not said can be just as impactful as the things that are said. The way we word things can make all the difference in the world.

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: To eliminate the disproportionate number of suspensions between white students and students of color as well as reducing our overall suspensions.

Action: Utilizing our Social Emotional Curriculum, MTSS/PBIS Programs, and available Social Work resources including those through LEASE, our Special Education Cooperative, we will continue to work with individual students and families when students demonstrate a need for further support and intervention

Timeframe: Immediate/Continued Implementation

Responsible Individuals: Superintendent and Building Principals

Success Criteria & Evaluation: Summative Student Suspension Data

