



Illinois State Board of Education

100 North First Street
Springfield, Illinois 62777-0001

PROGRESS REPORT – DISCIPLINE IMPROVEMENT PLAN TEMPLATE

STUDENT CARE DEPARTMENT

Per [105 ILCS 5/2-3.162](#) and [Public Act 098-1102](#), districts are required to submit a Progress Report in addition to their previously submitted Discipline Improvement Plan. Within one year after being identified, the school district shall submit this Progress Report to the Illinois State Board of Education and post it on the district's website. The Progress Report describes the implementation of the Discipline Improvement Plan and the results achieved.

PROGRESS REPORT

NAME OF SCHOOL DISTRICT/CHARTER SCHOOL Aurora East District 131	SCHOOL YEAR 2022-23	LINK TO PROGRESS REPORT ON THE DISTRICT'S WEBSITE Discipline Plan Link
SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS 310 Seminary Avenue, Aurora, Illinois 60505		
SUPERINTENDENT/ADMINISTRATOR NAME Dr. Jennifer Norrell, Superintendent		

DISCIPLINE IMPROVEMENT PLAN TEAM

Districts are encouraged to convene a Discipline Improvement Plan team to address exclusionary discipline and/or racial disproportionality.

TEAM LEADER NAME	POSITION/TITLE	EMAIL ADDRESS
Dr. Lori Campbell	Associate Superintendent	lcampbell@d131.org
TEAM MEMBER #1 NAME Dr. David Ballard	POSITION/TITLE Executive Director of Secondary	EMAIL ADDRESS dballard@d131.org
TEAM MEMBER #2 NAME Megan McEwen-Terry	POSITION/TITLE Executive Director of Student Serv	EMAIL ADDRESS mmcewenterry@d131.org
TEAM MEMBER #3 NAME Jon Simpson	POSITION/TITLE Assistant Principal	EMAIL ADDRESS jsimpson@d131.org
TEAM MEMBER #4 NAME Jason Ward	POSITION/TITLE Assistant Principal	EMAIL ADDRESS jward@d131.org
TEAM MEMBER #5 NAME Jennifer Kuyper	POSITION/TITLE Principal	EMAIL ADDRESS jkuyper@d131.org
TEAM MEMBER #6 NAME Becky Roireau	POSITION/TITLE Teacher/Union President	EMAIL ADDRESS broireau@d131.org

RECOMMENDED STEPS TO CONSIDER WHEN REFLECTING ON THE PROGRESS REPORT

1. Review of discipline data:

Please go to the ISBE [School Discipline](#) webpage to find district data. Districts/charter schools may also consider any other local data utilized in creation of their plan. **What improvements were evidenced in your recent data as a result of your action plan to reduce the use of exclusionary and/or racial disproportionality? What do you think is contributing to these trends? To what extent has bias played a part in your data?**

Overall, there is a generalized downward trend regarding suspensions, although there was an increase of approximately one percentage point between last school year and the 2019-2020 school year. This is likely attributed to trends observed with students across the state/nation who experienced trouble readjusting to in person schooling that were related to the pandemic. A review of internal data shows that overall suspensions are given to students for severe behavior (ex - violence, weapons, etc.). We have worked diligently to adhere to Senate Bill 100 and to carefully consider using exclusionary disciplinary practices as an initial response.

As a district we have undergone training for implicit bias as well as extensive professional development to help staff understand the unique backgrounds of our students to help them become more successful in school academically, behaviorally, socially and emotionally. In addition, our district's theme of Equity in Action permeates throughout all of our initiatives and decision making.



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TEAM LEADER NAME James Los	POSITION/TITLE Assistant Principal	EMAIL ADDRESS jlos@d131.org
TEAM MEMBER #1 NAME Jacqueline Gibson	POSITION/TITLE Principal	EMAIL ADDRESS jgibson@d131.org
TEAM MEMBER #2 NAME Megan McEwen-Terry	POSITION/TITLE Executive Director of Student Serv	EMAIL ADDRESS mmcewenterry@d131.org
TEAM MEMBER #3 NAME Kevin Jenkins	POSITION/TITLE Safety and Security Manager	EMAIL ADDRESS kjenkins@d131.org
TEAM MEMBER #4 NAME Kelly G Hastings	POSITION/TITLE Teacher	EMAIL ADDRESS khastings@d131.org
TEAM MEMBER #5 NAME Fil Torres	POSITION/TITLE Assistant Principal	EMAIL ADDRESS ftorres@d131.org
TEAM MEMBER #6 NAME Patricia Rangel	POSITION/TITLE Principal	EMAIL ADDRESS prangel@d131.org

2. Please provide a summary of what you intended to complete or accomplish as a result of your Discipline Improvement Plan.

1. The District Discipline Improvement Team will convene quarterly to analyze district discipline data to make recommendations regarding opportunities for improvement.
2. The Department of Student Services in collaboration with Teaching and Learning will work with school administrators to identify additional social-emotional interventions and monitor the fidelity of intervention implementation.
3. Schools and departments will utilize our new data warehouse, School Status, to triangulate academic, attendance, social-emotional, and disciplinary data to examine root causes to determine appropriate interventions for students.
4. To promote student success, the district is using the Panorama data platform which will allow the district to administer surveys to students to collect, take action and improve student outcomes.
5. The district theme / focus for all staff is Equity in Action and that guides the work and effort of all staff.

3. What specific resources have you been using to counteract punitive discipline (e.g., restorative justice; peace circles; an alternative recourse, such as a mediator)? Did you incorporate any of these strategies/ practices into your plan?

1. Professional development on such topics as implicit / explicit bias, Nostalgia Professional Development for all staff (referenced in #1).
2. Focus on adherence to Senate Bill 100 and increased use of in-school interventions as a first response for less serious disciplinary offenses.
3. School schedules have dedicated time for Social/Emotional learning.
4. Use of Gaggle computer monitoring software helps keep us apprised of potential disciplinary situations and allows us to work proactively in many instances.
5. Hiring and implementation of School Behaviorists at the elementary level to assist with teaching appropriate behavioral strategies.

4. Did you increase the use of restorative practices? Please describe any increase in social-emotional learning opportunities for students.

We have consistently implemented reintegration practices to restore and repair relationships. We have utilized non-exclusionary practices to address discipline infractions at school in a smaller setting coupling those practices with counseling and with social/emotional behavioral support.

SEL instruction built into students dally schedules using research based SEL curriculum that is aligned to social emotional learning standards.

District-wide we have administered SEL surveys and screeners, using the Panorama Platform, for students in grades 3-12 to ascertain their social/emotional well being and intervene when necessary.

5. Describe how you utilized a multi-tiered system of support (MTSS).

All schools have fully developed MTSS teams that meet regularly to review student progress academically, behaviorally, and socially/emotionally.

Interventions are used at the Tier I, II and III levels as appropriate to help those students who need additional assistance to encounter success within the school environment. Interventions include, but are not limited to:

Check In Check Out

SAIG Groups

Safety Plans

FBA/BIP

BCBA to monitor / assist with behavioral interventions

The school district created positions and hired behaviorists to support students, teach positive behaviors and collect data to help drive decision making regarding interventions.

Positive behavior incentives at the Tier I level

6. What does your most recent/current-year data inform you about disciplinary or exclusionary discipline practices?

A review of suspension data shows the following as of October 31 of each school year listed below:

2019-2020 - 404 total out of school suspensions

2021-2022 - 236 total out of school suspensions

2022-2023 - 200 total out of school suspensions

7. What changes are you going to implement moving forward?

1. Explore a Tier I behavioral system for our schools so we have consistent expectations and language across our buildings.

2. Continue professional development for all staff on topics such as restorative practices, belonging, classroom management strategies, and deescalation.

3. This team will continue to monitor suspension and expulsion data to examine trends, determine the impact of our plan and make modification as needed.

8. Have you completed Implicit bias training? 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, implicit bias training was administered to all District 131 staff members. All staff members were assigned the GCN Implicit Bias Training Modules for year 2022-23. Training was completed for all staff - October 2022. We have not incorporated the Diversity Equity and Inclusion Provider Evaluation Tool at this time.

9. Reflect on what did and did not work from your Discipline Improvement Plan. Do you anticipate making any changes to this plan? Why or why not?

1. The plan has caused our team to review / reflect on our current practices and trends.
2. Adherence to our plan has allowed us to see an overall reduction in suspensions over the past several years.
3. Dedicated social/emotional learning supports at the Tier I level have been standardized and have provided the opportunity for us to proactively address potential disciplinary issues.
4. Adjustments to the plan will be made as needed and as the data and/or analysis informs our decision making.