



**BELLE VALLEY SCHOOL DISTRICT 119**  
**DISCIPLINE IMPROVEMENT PLAN**

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Name of School District/Charter School: Belle Valley School District No. 119	School Year: <b>2022-2023</b>	Board Approval Date(s): May 17, 2022, <b>January 17, 2023</b>
School District/Charter School Address: 2465 Amann Drive Belleville, IL 62220		
Superintendent Name: Superintendent R.Dane Gale		
Discipline Improvement Plan Team		
<p><b>Team Leader:</b>            Superintendent R.Dane Gale, <a href="mailto:rdgale@bv119.net">rdgale@bv119.net</a></p> <p><b>Team Members:</b>            Staci Kramper, Elementary Principal, <a href="mailto:skramper@bv119.net">skramper@bv119.net</a>            Dr. Tammy Leib, Middle School Principal, <a href="mailto:tleib@bv119.net">tleib@bv119.net</a>            Brandon Musso, Middle School Assistant Principal, <a href="mailto:bpmusso@bv119.net">bpmusso@bv119.net</a>            Kourtne Boose, Special Education Coordinator, <a href="mailto:kboose@bv119.net">kboose@bv119.net</a>            Erin Jbour, Behavior Interventionist, <a href="mailto:ejbour@bv119.net">ejbour@bv119.net</a></p>		

Recommended Steps to Consider when Creating the Discipline Improvement Plan
<p><b>1- Review of discipline data:</b>            Data reviewed was generated from the Illinois State Board of Education</p>

## 2- Data Analysis and Identified Trends:

**Primary Concern:** Belle Valley School District No. 119 was identified by ISBE as being in the top 20 percent for one or more of the state defined exclusionary discipline metrics for three consecutive years.

Those metrics are:

- A. Total number of out-of-school suspensions divided by the total district enrollment then multiplied by 100 for the school year.
- B. Total number of expulsions divided by the total district enrollment then multiplied by 100 for the school year.
- C. Racial disproportionality, defined as the overrepresentation of students of color or white students in comparison to the total number of students of color or white students for the school year.

### **Data:**

1. White student trend data has been consistent at 12 or less suspensions over several years' time while students of color suspension trend data has been significantly more variable.
2. White student population has been declining and students of color student population has been more variable and increasing in the last 5 years.
3. From 2016 to 2017 our suspension rate went from 8.9% to approximately 3% and then in 2018 it increases to 7.1%. Since there was no change in our discipline policy during the timeframe there is no rational explanation for this drop or increase in discipline infractions other than student behavior.
4. During the COVID pandemic even though remote learning occurred in over 40% of our student population, our discipline data continued to show disproportionality.
5. In 2019 we had no racial disproportionality even though there was no change in our discipline policy.
6. Belle Valley's three-year trend of disproportionality that warranted this plan occurred in 2016, 2017, and 2018. There was no disproportionality in 2019 and 2021 listed on the state report. This indicates the District is making progress in the area.
7. Data for FY2022 was not reported on the state's website.

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

1. The Board of Education approved the addition of a behavior interventionist position for FY2023 to help resolve behavioral and social emotional concerns. The proactive, student-centered approach the behavior interventionist will provide is designed to help students learn and apply internal coping mechanisms to deal with emotional and trauma induced discipline problems. **The significant action plan change for FY2023 is the introduction of the behavior interventionist into the everyday classroom disciplinary process. The interventionist will serve in a capacity, in conjunction with the principals, to identify students with a history of disciplinary, social and emotional issues. The interventionist will review data and flag students with noted behavioral issues. Then, the interventionist will proactively intervene and incorporate strategies into the day-to-day routine that supports positive student behavior. Various modalities of behavior modification strategies will be developed and tested. Student groups will be utilized as a means to foster social and emotional support for needy students. The interventionist realm, in addition to student behavior, will also focus on instilling proper social standards in the early primary grades.**
2. The District will continue to provide trauma informed training and restorative practice protocols for faculty and students to help deal with behavioral issues.
3. The District's special education coordinator will oversee the development and implementation of a restraint and timeout protocols to address out-of-school suspensions for special needs students.
4. The District will provide professional development workshops from certified trauma trainers to address students with backgrounds in trauma and documented emotional needs.
5. The District will continue to revise the Positive Behavior Intervention and Supports (PBIS) program to better address student trauma and emotional needs.
6. The District will review and consider implementing alternative behavioral programs to provide support for students whose behavior often results in out-of-school suspensions.