



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 Park and River Forest High School	School Year: 2022-2023	Board Approval Date(s): 7/14/22
School District/Charter School Address: 201 North Scoville Oak Park, IL 60302		
Superintendent/Administrator Name: Dr. Greg Johnson		
Discipline Improvement Plan Team Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.		
Team Leader: <u>Dr. Greg Johnson</u> Superintendent, gjohnson@oprfs.org		
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Background

Oak Park and River Forest High School provides a dynamic, supportive learning environment that cultivates knowledge, skills, and character and strives for equity and excellence for all students. Oak Park and River Forest High School is widely considered an outstanding high school, known for its high level of student achievement; excellent instruction; exceptional performing arts, athletics, clubs, and activities; and innovative academic programs. But even the strength of our programs and the top awards our students and staff consistently earn are not enough to satisfy the central mission of the school: to provide the knowledge, skills, and character necessary for success and leadership in a global society. We must see achievement rise for all students, not only those who struggle in our classrooms but also those already achieving at high levels. We also must narrow disparities that appear in teaching and learning outcomes when we disaggregate our data by race. Both goals—excellence and equity—are at the center of this plan. Achieving these goals requires that we be deliberate in the priorities we set and the choices we make over the next few years.

Values

1. We believe all students are capable of high levels of academic and social success.
2. We embrace our diversity and believe factors including but not limited to race, income, gender identity and gender expression, sexual orientation, and learning differences should not predict success.
3. We believe trusting, collaborative relationships and strong communication establish a safe and respectful school community.
4. We believe an excellent educational environment cultivates curiosity, imagination, character, leadership, critical thinking, and communication skills.
5. We believe in allocating resources in equitable, transparent, and purposeful ways.
6. We believe in adult learning and leadership that supports equity and excellence for all students.
7. We believe in providing academic and social support for all students. Vision Oak Park and River Forest High School will become an ever-improving model of equity and excellence that will enable all students to achieve their full potential.

Mission

Oak Park and River Forest High School provides a dynamic, supportive learning environment that cultivates knowledge, skills, and character and strives for equity and excellence for all students.

Strategic Plan Goal 2—Equity: OPRF High School will continuously strive to create an environment where the academic achievement and social and emotional growth of students will no longer be predictable by race, socioeconomic status, or other social factors.

Strategy 3. Annually assess school culture and climate and set targets for creating an environment in which all students feel welcome, including but not limited to students of color and lesbian, gay, bisexual, transgender, and gender-expansive students.

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

- Development and Implementation of Behavior Education Plan
- Modification to Behavior Education Plan
- Full-time Trauma and Interventionist
- Full-time Substance and Wellness Counselor
- OPRF staff trained in Restorative Practices and Trauma Informed Care
- Presenting school discipline data to Board of Education and Community yearly
- OPRF's Implementation of Restorative Practices and Trauma Informed Care
- Panorama School Wide Screener as a MTSS Tier 1 Assessment

1-Review of discipline data:

Please [click here](#) to find district data on the ISBE website.

Additional information regarding Behavior Education Plan

OPRF implementation and modification of the Behavior Education Plan -

As a full school meant to intentionally address the disparities in our discipline outcomes, Oak Park and River Forest HS introduced a Behavior Education Plan in order to improve our practices at OPRFHS. The Behavior Education Plan is designed to reduce the use of exclusionary disciplinary practices, racial disproportionality or both, where applicable.

Our former school Code of Conduct, now the Behavior Education Plan (BEP), is reviewed for efficacy by the Culture, Climate, and Behavior Committee and suggested revisions brought before the Board of Education for approval. At the start of the 2021-22 school year, we were experiencing the side effects of the return to full in-person instruction after months of separation from traditional social interactions and gatherings. We were fully implementing the BEP for the first time and, as a team, reviewed our new practices and our “levels” to assess that they were both equitable and providing the best mechanisms for improving racial disparities that may have been showing in our discipline data.

Suggested Level Changes Regarding Levels 2 and 3:

- Move certain infractions so they start at Level 3 instead of Level 2. Currently, Level 2 actions allow for a response of no more than one day of In-School Reflection. Certain infractions directly impact the learning environment, safety and well-being of others and a one day ISR is not always appropriate given the severity of the infraction. Currently, infractions involving drugs, fighting, attacks, multiple-person fights, serious threats, use of racial slurs, hazing-related behaviors, gang activity, theft, possession of a weapon (other than a firearm or look-alike gun) all start at Level 2. Some of the above examples warrant a longer period of reflection than one day to provide sufficient time to work on repairing harm that was caused and/or allow time for healing for the person that may have been harmed. We propose starting the following infractions at Level 3, which would allow for 1-3 days of ISR:
 - Possession of a weapon (such as a knife), other than a firearm or other gun, or look-alike gun
 - The infraction related to Hazing on page 77
 - Use of racial slurs, or protected class references (LGBTQ, disabilities, etc.) directed toward another person or group
 - Possessing pornographic material or observing pornographic material - start at Level 3 AND add the word “distributing”
 - Possessing, making, transmitting images of students in a nude or partially nude state
 - Serious threats, including the use of social media, to threaten someone or to cause a disruption
 - Currently fighting between two people, an attack, and a fight involving more than two people are all the same infraction (they currently are all described under Excessive Physical Aggression). We propose separating them into three separate infractions and

keeping a fight between two people as a Level 2, starting an attack at Level 3 and a multiple-person fight at Level 4.

- Rationale: Currently, anyone involved in either of these gets one day of ISR. We believe that these should not be viewed equally and that two more severe infractions result in a greater discipline response. When we have had these situations this year, the victim had little time to recover from the attack and had to go right back to seeing their attackers in the hallways after one day of In-School Reflection. We also saw that one day of In-School Reflection was not enough time for the students who made the poor choice to attack a peer or peers to reflect on the harm they caused and the impact of their decision on those involved. It was also not enough time for our staff to arrange the appropriate restorative measures needed to try and bring peace and healing to the situation.

Other Recommended Level Changes:

- Possession of a look-alike weapon (handgun, rifle, shotgun, starter pistol, etc.) not used to threaten - move from starting at a Level 3 to a Level 4. There is a need to make a distinction between our response to possession of non-gun-related weapons (such as knives and we are asking to start this at a Level 3) and gun-related infractions
- Setting a fire, or attempting to set a fire - move from Level 3 to 4. There is a need here to make a distinction in our response to possession of fireworks or flammables (which start at Level 3) and actually starting a fire or attempting to start a fire
- Attempting to or actually using a firework, smoke bomb, pepper spray/gas, MACE, tear gas, or stink bomb - move from Level 3 to 4 for the same reason listed above
- Non-consensual sexual activity - move from a Level 3 to a Level 4. It is currently responded to the same as non-consensual touching of a person's buttocks, breasts, and/or genital/private areas.

Other Recommended Revisions:

- Under the example given on page 74 under Behavioral Response Grid, remove the following line:
 - **“For behaviors that are assigned response Levels 2 and 3, the behavior must first be responded to at Level 2 prior to that behavior being responded to at Level 3.”**Rationale - Currently, this allows the ability to commit several major infractions without a progression of discipline response. For example, a student can engage in a fight, then have marijuana less than a gram, then steal someone's cell phone and each time be given the Level 2 response of up to one day of ISR. We believe the discipline response should be progressive, along with our supportive responses (such as referral to social worker, placement in social work groups and other tiered interventions)
- Add infraction of **Failure to Serve Detention** to the BEP. We still give detentions in response to certain infractions and need the BEP to reflect the infraction for when students fail to serve
- Currently, there isn't any distinction for disruptive behavior that occurs outside of the classroom. We recommend adjusting the language to include disruptive behavior that occurs outside of the classroom. Current infraction - **Behavior that disrupts instruction and the learning of other students in the classroom.** Possibly add “or other area of the school” to the end
- In this same category related to disruptive behavior, the **Taunting, Baiting**, etc. infraction also needs the same adjustment of “other area of the school” as listed above

- Loss of Privileges - Currently, on page 70 under Loss of Privileges, students can only have the privilege to attend extra-curricular events removed with conduct that results in a Level 4 or 5 response. This year, we experienced quite a few incidents of very inappropriate behavior DURING some of these events that while the response didn't rise to the level of 4 or 5, it would have been appropriate to restrict the students' attendance at future events for a time. We would like the ability to remove the privilege to attend extra-curricular events when students violate the BEP during these events. Use of Loss of Privileges is also a less punitive response to certain lower level infractions committed by students.
- There currently is no infraction for direct refusal to comply with adult directives. We recommend adding the infraction **Failure to Respond to Redirection** and starting it at Levels 1 (in the classroom) and 2
- There is an infraction for **Use of physical force, including the use of an object, directly against or affecting a staff member...** There is a need to include if this is done to a student. Suggestion to add the words "against a student or..."
- In the current infraction - **Consensual Sexual Activity**, please add "masturbation" after "engaging in (masturbation), sexual intercourse, including oral sex and/or penetration.
- Our faculty-led cell phone committee desires to make instructional spaces phone-free zones. We would like cell phone use to be specifically mentioned in the BEP to underscore the importance of this. Currently, it is mentioned in parenthesis in the Use of unauthorized items infraction. Our recommendation is to have cell phone use specifically mentioned as its own infraction. We also suggest it starts at a level 1 (how it is currently) and adds a dot at level 2 if the behavior continues despite intervention or for anytime it happens outside of the classroom. Suggested revision is to separate the current infraction into two:
 - Use of cell phones, 'Smart Watches', and AirPods or other listening devices is expressly prohibited during instructional time.
 - Use of any other non-educationally required device, electronic or otherwise, that detracts from and/or disrupts learning **for** oneself or others during instructional time is prohibited (e.g., gaming devices, laser pointers, etc.)

OPRFHS

Implementation of Restorative Practices-

At OPRF we use restorative practices to improve collaboration, foster harmony and camaraderie among students and staff, repair relationships and manage or resolve conflict. OPRF has been trained in restorative practices. We incorporate restorative practices that develop a shared foundation of values and guidelines, the restorative practices create the opportunity to have a different kind of conversation. This process places importance on looking forward and strengthening relationships.