ILLINOIS STATE BOARD OF EDUCATION

100 North First Street
Springfield, Illinois 62777-0001

PROGRESS REPORT – DISCIPLINE IMPROVEMENT PLAN TEMPLATE

WELLNESS AND 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	SCHOOL YEAR	LINK TO PROGRESS REPORT ON THE DISTRICT'S WEBSITE
Whiteside School District #115	25-26	https://bit.ly/4AWdRxa
SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS 111 Warrior Way, Belleville IL, 62221		
SUPERINTENDENT/ADMINISTRATOR NAME Mark Heuring		

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 Mark Heuring	POSITION/TITLE Superintendent	EMAIL ADDRESS mark.heuring@wssd115.org
TEAM MEMBER #1 NAME Nathan Rakers	POSITION/TITLE Principal	EMAIL ADDRESS nathan.rakers@wssd115.org
TEAM MEMBER #2 NAME Monica Laurent	POSITION/TITLE Principal	EMAIL ADDRESS monica.laruent@wssd115.org
TEAM MEMBER #3 NAME Chris Stinnett	POSITION/TITLE Special Ed. Cordinator	EMAIL ADDRESS chris.stinnett@wssd115.org
TEAM MEMBER #4 NAME	POSITION/TITLE	EMAIL ADDRESS
TEAM MEMBER #5 NAME	POSITION/TITLE	EMAIL ADDRESS
TEAM MEMBER #6 NAME	POSITION/TITLE	EMAIL ADDRESS

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?**

Our local discipline data demonstrates a reduction in incidents from the 2024-25 school year to the 2025-26 school year. Elementary School incidents decreased from 98 to 46, representing a 53.06% reduction. Middle School incidents decreased from 110 to 94, representing a 14.55% reduction. Overall, the data reflects a positive downward trend in disciplinary incidents across the district. In addition, I have no evidence of bias in this matter.

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

Both building-level principals have completed refresher training in Crisis Prevention Institute (CPI) practices and de-escalation strategies. Following completion of this training, the principals provided professional development during the summer to district teachers, paraprofessionals, and newly hired staff to strengthen staff capacity in the areas of de-escalation, behavioral response, and appropriate intervention strategies.

The District continues to implement this area of the Discipline Improvement Plan by maintaining a focus on staff training and behavioral supports. In addition, the District is actively recruiting a middle school behavior coach to provide direct support to teachers and students, assist with students demonstrating dysregulated behaviors, and strengthen the consistent implementation of appropriate behavioral interventions and supports at the building level.

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?

The middle school principal and social work staff have incorporated restorative justice practices, including the use of peace circles, as part of the District's approach to addressing student behavior, repairing harm, and supporting positive conflict resolution.

At the elementary level, the District continues to consistently utilize the building behavior coach to provide direct support to students and staff, assist with behavioral interventions, and promote the implementation of appropriate strategies for students demonstrating behavioral or emotional dysregulation.

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

The middle school principal and social work staff have continued the use of restorative practices to addressing student behavior, repairing harm, and supporting positive conflict resolution. These practices have been utilized consistently over the past three years and remain an ongoing component of the District's behavioral support framework.

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

At the elementary level, the District has also continued its established use of the building behavior coach. The behavior coach provides ongoing support to students and staff, assists with behavioral interventions, and helps reinforce appropriate strategies for students demonstrating behavioral or emotional dysregulation.

The behavior coach also works directly with classroom teachers to identify and address student behavioral needs within the instructional setting. As part of this support, the behavior coach assists teachers with collecting and documenting relevant classroom data that may be used to inform future problem-solving meetings and the District's Multi-Tiered System of Supports (MTSS) process. This ongoing collaboration supports data-informed decision-making and the development of appropriate interventions based on identified student needs.

6. Describe any change seen in your district's discipline data when comparing this year's data to last year's. Can any of these changes be attributed to ammendments to the district's discipline policies and/or procedures?

The District believes that the changes reflected in the current discipline data may be attributed, in part, to several adjustments and supports implemented over the past year. These changes include continued attention to behavioral interventions, staff support, and the use of established disciplinary and restorative practices.

An additional factor that may be contributing to the current data is the change in staffing at the middle school. The District recognizes that changes in personnel, staff experience, and consistency of implementation can influence student behavior, disciplinary responses, and overall building climate. The District will continue to monitor the data over time to determine whether these trends are sustained and to identify any additional areas requiring intervention or support.

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

The District continues to actively recruit a behavior coach for the middle school for the 2026–27 school year. This position is intended to provide additional support to students and staff in addressing behavioral needs, implementing appropriate interventions, and promoting consistency in behavioral supports within the school setting.

In addition, the District is exploring the potential addition of a School Resource Officer (SRO) at the middle school. The District is currently gathering information and evaluating the potential role of an SRO as part of its broader efforts to support school safety, student well-being, and a positive learning environment.

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)?

The administrative team completed cultural proficiency training in 2021, which focused on individual transformation and organizational change to promote equity, access, and inclusion through the use of a cultural framework. However, we have not recently conducted implicit bias training or incorporated a formal evaluation tool to assess our progress in these areas.

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?

The district has experienced a decrease in student suspensions at both schools. We believe this improvement can be attributed, in part, to the efforts of our behavior coach, who works collaboratively with teachers and staff to implement effective behavior management strategies. Additionally, the district has previously provided professional development on restorative circles to support positive student behavior and promote a more inclusive school environment.

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