



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

100 N. First Street • Springfield, IL 62777
555 W. Monroe Street, Suite 900 • Chicago, IL 60661

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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 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, 2025**.

DISCIPLINE IMPROVEMENT PLAN		
Name of School District/Charter School: Canton Union School District #66	School Year: 2025-26	Board Approval Date(s): 2/18/2026
Link to district website where plan is posted: cantonusd.org		
School District/Charter School Address: 20 W. Walnut St., Canton IL, 61520		
Superintendent/Administrator Name: Tad DeRenzy		
Discipline Improvement Plan Team		
Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.		
Team Leader: Tad DeRenzy, Superintendent, tderenzy@cusd66.org (name, position/title, email address)		
Team Members: Julie Tarvin, Assistant Superintendent, Julie.tarvin@cusd66.org (name, title/position, email address) Jeff Utsinger, Assistant Superintendent, jeff.utsinger@cusd66.org Jay Valencia, Principal Canton High School, jay.valencia@cusd66.org Amy Jones, Principal Ingersoll Middle School Click or tap here to enter text. Click or tap here to enter text.		

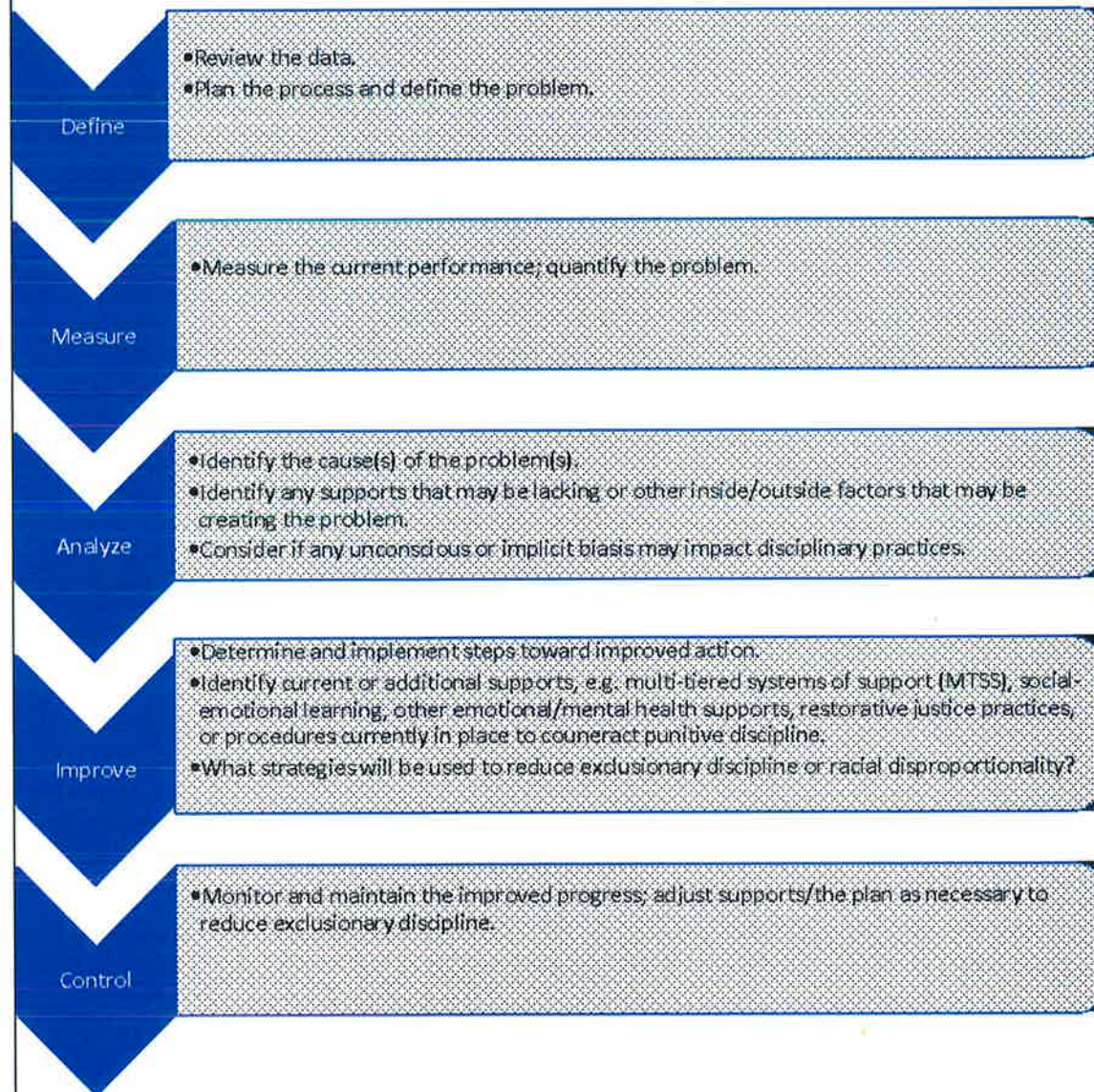
Recommended Steps to Consider when Creating the Discipline Improvement Plan

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.

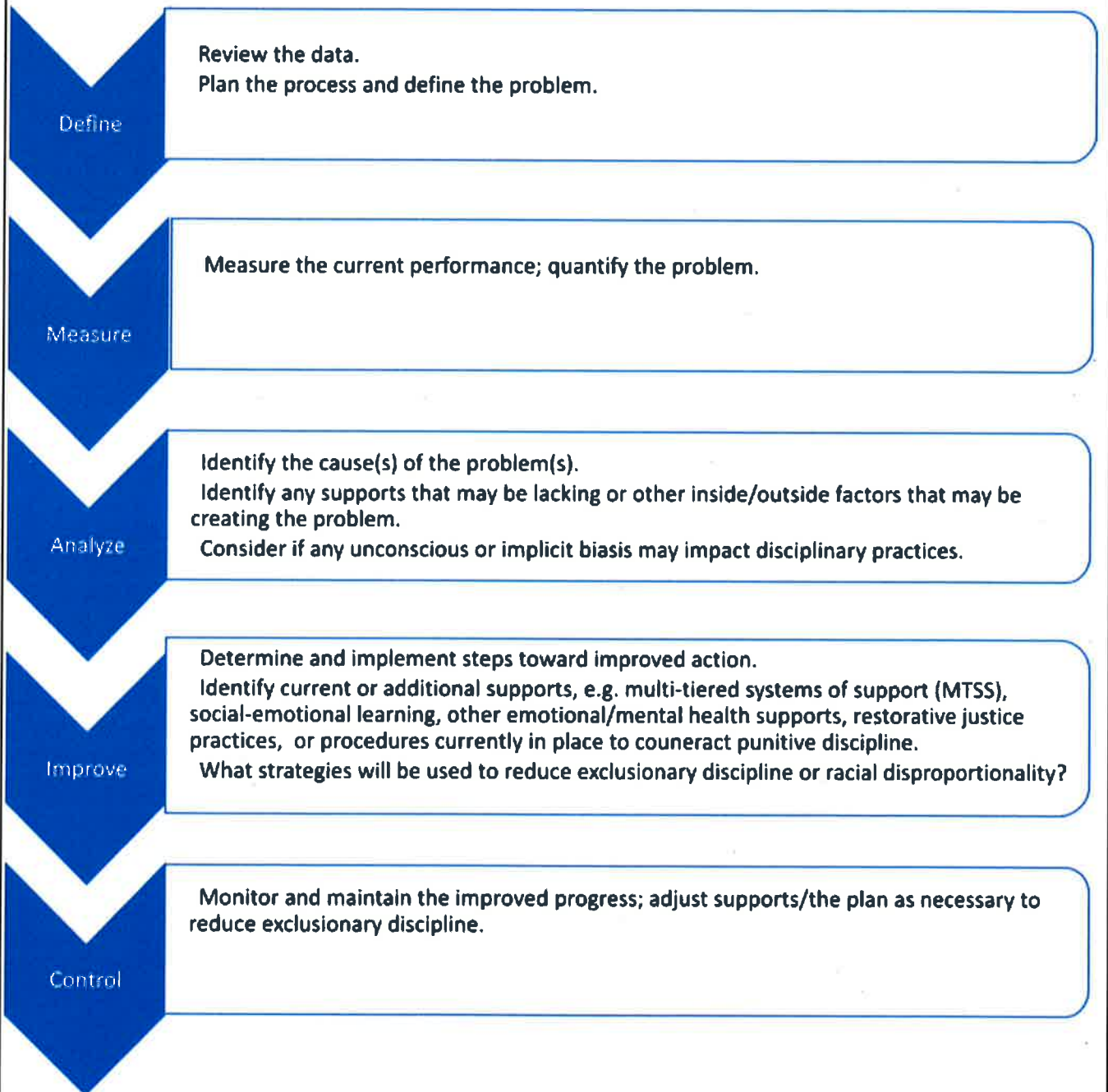
2-Next steps:

The below process may be helpful in the creation of the disciplinary improvement plan.



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The below process may be helpful in the creation of the disciplinary improvement plan.



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)?

Each year implicit bias training is included in the district's online mandated training. We believe it is effective and through this training all staff take greater consideration of student's home life, work commitments, and family supports when determining an outcome when actions violate school policy.

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)

1. Review our current MTSS model as it relates to student behaviors and discipline and make changes to improve the implementation of MTSS including additional interventions.
2. Create a restorative based in-school-suspension model at Canton High School.
3. Additional professional development as it relates to equity and inclusion.
4. At Ingersoll Middle School and Canton High School create a structured lunch to assist students with failing grades as well as for conferencing with students with behavior issues.
5. Partner with the Regional Office of Education to improve the ALOP (LEAP) program to support students with their SEL needs.
6. Continued SEL instruction at all levels and additional SEL support from counselors and social workers.
7. Canton High School and Ingersoll Middle School will have inclusion assemblies addressing positive school climate, impactful supportive relationships, and recognizing bullying.



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