



100 North First Street
Springfield, Illinois 62777-0001

DISCIPLINE IMPROVEMENT PLAN TEMPLATE

WELLNESS AND STUDENT CARE DEPARTMENT

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 3, 2026**.

Discipline Improvement Plan

NAME OF SCHOOL DISTRICT/CHARTER SCHOOL Rantoul Township High School #193	SCHOOL YEAR 2026	BOARD APPROVAL DATE(S) 4/13/2026
LINK TO DISTRICT WEBSITE WHERE PLAN IS POSTED www.rths193.org	SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS 200 South Sheldon Rantoul, IL 61866	
SUPERINTENDENT/ADMINISTRATOR NAME Scott Amerio		

Discipline Improvement Plan Team

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

TEAM LEADER Brooke Billings	POSITION/TITLE Principal	EMAIL brookebillings@rths193.org
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TEAM MEMBER Scott Amerio	POSITION/TITLE Superintendent	EMAIL scottamerio@rths193.org
TEAM MEMBER Megan Anderson	POSITION/TITLE Assistant Superintendent	EMAIL megananderson@rths193.org
TEAM MEMBER Jenna Flessner	POSITION/TITLE Dean of Students	EMAIL jennaflessner@rths193.org
TEAM MEMBER Alexis Taylor	POSITION/TITLE Social Worker	EMAIL alexistaylor@rths193.org
TEAM MEMBER Montana Mahaffey	POSITION/TITLE School Counselor	EMAIL montanamahaffey@rths193.org
TEAM MEMBER Megan Sims	POSITION/TITLE School Counselor	EMAIL megansims@rths193.org

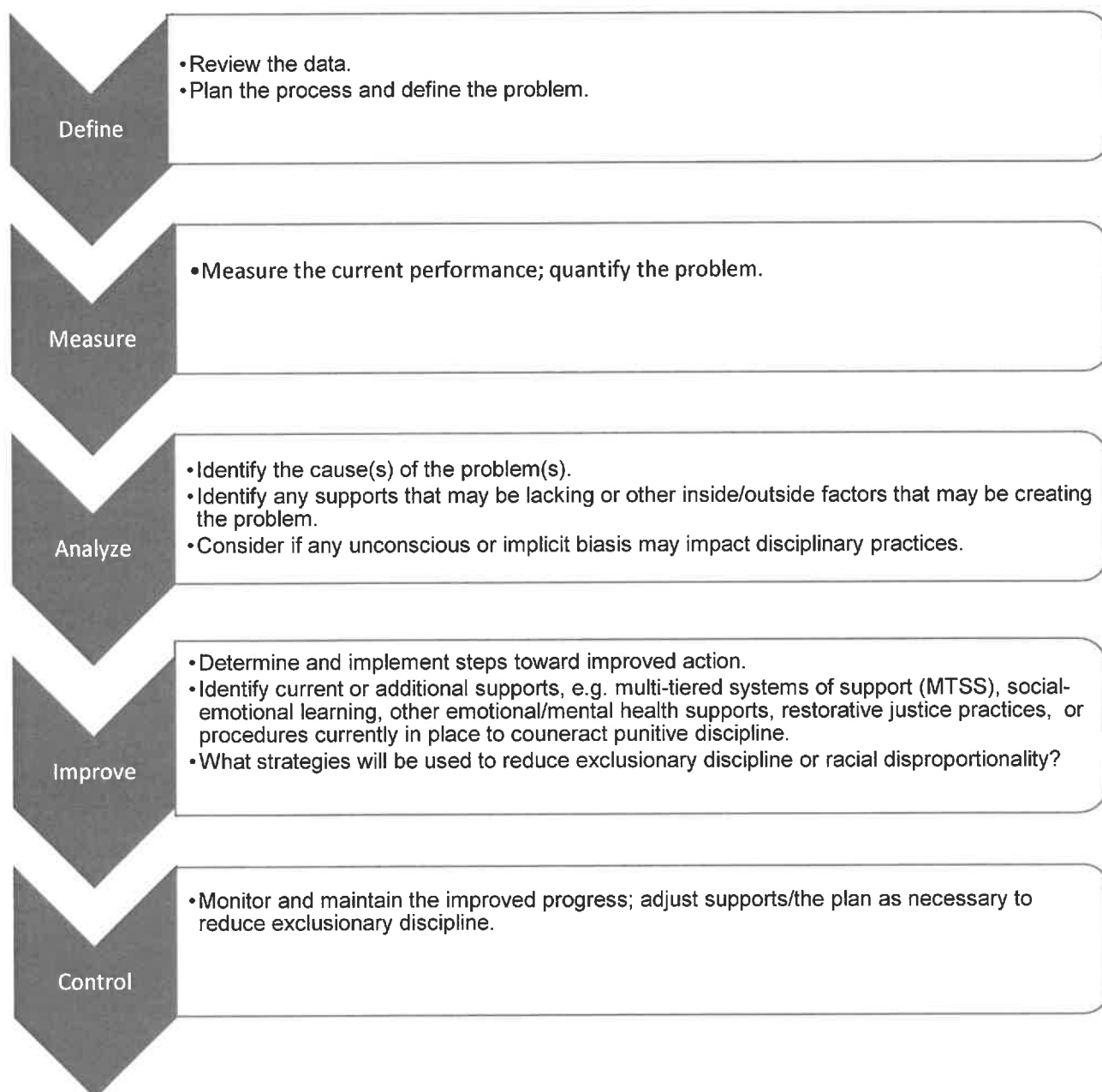
Recommended Steps to Consider when Creating the Discipline Improvement Plan

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.



- 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)?**

RTHS 193 requires all staff to complete the following ELN Trainings regarding diversity, equity, and inclusion:

- Bias and Microaggressions in the Classroom
- Racism Free Schools
- Trauma Informed Practices

100% of staff have completed these training sessions. We do not currently utilize the Diversity, Equity, and Inclusion Provider Evaluation Tool. RTHS discipline committee staff feel that the current training minimally meets the current requirements as provided by law, but would like to see a more intensive evaluation of our current data, practices, and professional development offerings. The committee's recommendation is to include the evaluation tool as part of that audit.

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)

Summary of Discipline Data:

Prior to the FY2026 school year, RTHS employed 2 full-time staff members to manage discipline and attendance, one Assistant Principal and one Dean of Students. RTHS has grappled with the best way to manage students whose behavior affects their own academic success as well as other students. District leadership has made exclusionary practice the last resort but have faced push-back from staff and concern from other students regarding the safety of the educational environment as evidenced by survey data from staff and students especially with regard to physical altercations (RTHS local data). This statement is reflected in data from the Illinois 5 Essentials Survey which has seen RTHS fall from average, to neutral, to weak as of the 2025 school report card data in the area of safe, demanding and supportive environment. Below is a summary of the exclusionary discipline assigned to students for FY23, FY24, and FY25 from the IL Report Card:

School year	Total # of Students	Total # of Incidents	Incident Types	Duration
FY23	98	161	Tobacco-9 Drug Offense-46 Weapons-4	Less than 1 day-2 1-3 days-99 3-4 days-47 4-10 days-12 Greater than 10 days-1
FY24	112	122	Tobacco-5 Drug Offense-30 Violence with injury-27 Violence w/o injury-87	Less than 1 day-1 1-3 days-121 3-4 days-29 4-10 days-59 Greater than 10 days-21
FY25	151	132	Tobacco-23 Drug Offense-26 Violence with injury-32 Violence w/o injury-75	Less than 1 day-0 1-3 days-109 3-4 days-49 4-10 days-49 Greater than 10 days-22

The school board, district administration, and especially the two staff members charged with monitoring discipline, are very concerned about the rate that students are excluded. RTHS recognizes the need for strategies to keep students in school and successful while balancing the need for a safe and supportive environment for all students and staff. Initiatives to start to address exclusionary discipline were already in place and will be expanded. As a result the discipline committee has drafted the following corrective action:

Currently Implemented:

VERIFICATION OF OUR DATA—There are several discrepancies in our discipline data that was reported to the state. The current principal and dean of students will verify that data before it is submitted. They will also contact ISBE to determine why our previous data was incorrect.
BUILDING-WIDE SOCIAL EMOTIONAL CURRICULUM—RTHS purchased and is implementing Second Step into our hour-long intervention period to build emotional capacity in our students as a tier 1 support.
ONLINE CURRICULA FOR OFFENSES—RTHS purchased and is implementing 3rd Millennium which is a suite of online courses designed to address common referral offenses. We are currently using this for vaping/drugs/tobacco offenses.
RESTORATIVE JUSTICE COORDINATOR—A current special education teacher is receiving a stipend to work in collaboration with the discipline staff to repair relationships and provide authentic community service that relates directly to offense details.
BUILDING-WIDE RECOGNITION—Students receive positive news referrals for a variety of reasons.

In Process:

FIRST YEAR EXPERIENCE COURSE—RTHS currently offers this course to freshmen but we would like to expand the sections and co-teach that class with a social worker
SHARED CASEWORKER INFORMATION—Counselors and social workers will share caseloads with the administrative team (names only) so the appropriate support personnel can be contacted when behaviors occur.
INCREASED MONITORING—RTHS staff will track discipline and behavior data using the MTSS field in skyward.
FOCUSED PROFESSIONAL DEVELOPMENT—RTHS staff will locate and attend professional development regarding reducing exclusionary discipline, implementing interventions for behaviors, building a comprehensive MTSS program, enlisting parents in managing behaviors

Goals for FY27:

AUDIT—Complete audit of our current MTSS system for behavior outlining the following—Behavior, Intervention, Responsible Staff, Potential Resources, Projected Implementation Date.
MTSS—Design a comprehensive 3 tiered system specifically designed to address behavior
RAMP CERTIFICATION—Training designed to increase effective data management and use for school counselors
Parent Conferences—Mandatory parent conferences for students who are suspended upon returning. This is done for major offenses but will be expanded.