

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 O ' Fallon Township High School District #203	SCHOOL YEAR 2025-2026	LINK TO PROGRESS REPORT ON THE DISTRICT'S WEBSITE
SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS 600 South Smiley Street, O ' Fallon, IL 62269		
SUPERINTENDENT/ADMINISTRATOR NAME Dr. Beth Shackelford		

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 Mr. Dan Howe	POSITION/TITLE Principal	EMAIL ADDRESS howed@oths.us
TEAM MEMBER #1 NAME Mr. Corey Wallis	POSITION/TITLE Vice Principal	EMAIL ADDRESS wallisc@oths.us
TEAM MEMBER #2 NAME Dr. Jamaal Heavens	POSITION/TITLE Assistant Principal	EMAIL ADDRESS heavensj@oths.us
TEAM MEMBER #3 NAME Mr. Ryan Cozad	POSITION/TITLE Assistant Principal	EMAIL ADDRESS cozadr@oths.us
TEAM MEMBER #4 NAME Mr. Alex Prindable	POSITION/TITLE Assistant Principal	EMAIL ADDRESS prindablea@oths.us
TEAM MEMBER #5 NAME Ms. Tiffany Schneider	POSITION/TITLE Director of Special Education	EMAIL ADDRESS schneidert@oths.us
TEAM MEMBER #6 NAME Ms. Tiffany Luggé	POSITION/TITLE Director of School Counseling	EMAIL ADDRESS lugget@oths.us

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?**

Total expulsions and suspensions of students of color dropped from 364 in 2024 to 229 in 2025. The use of more restorative practices such as restorative circles and increased security has reduced the amount of conflicts at OTHS. Social worker involvement in student conflict with Administration communication has further enhanced the communication between students in conflict, so the conflict is diminished. The involvement in parents in the early stages of conflict increases communication and helps reduce the conflict here at OTHS. With regards to bias, that is difficult to measure because there can be implicit bias in discipline. OTHS has had specific professional development to address implicit bias in decision making.

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

Improve student attendance and reduce chronic absenteeism through targeted interventions, enhanced monitoring, and family engagement. Reduce disciplinary incidents by emphasizing restorative practices, conflict resolution strategies, and progressive discipline measures that teach students appropriate behaviors while maintaining accountability. Improve school connectedness by providing comprehensive supports for students of color and at risk students. Supports include: mentoring, alternative education services, Life Management skills, and increased social emotional learning. Provide a multi tiered system of support that identifies and addresses academic, attendance, behavioral, and social emotional concerns before they escalate to out of school suspensions. Increase student involvement in school activities, clubs, and programs to foster a greater sense of belonging and connection to OTHS. Increase the number of in school suspensions (ACR) allowed per semester from 3 to 5 so a student is not excluded from school.

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?

Restorative circles, Staff Offering Support (SOS) team, Increase in the number of Security at OTHS who develop relationships with students. This increases trust among students to report potential conflict earlier so it is addressed before it becomes escalated at school. Increased communication to teachers from Social Workers to see if they observe behaviors from students that might require early intervention.

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

New curriculum for Life Management Skills class. This curriculum change focuses more on the social emotional learning. There is increased communication between Assistant Principals and teachers so students are not missing class as a result of minor offenses such as a cell phone violation. Cell phone violations are now subject to lunch detention instead of class suspension so the student can remain in class.

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

OTHS Tier 1 universal supports include OTHS Connects Day, Open House, and Connects Night events. Students benefit from expanded opportunities to connect with clubs, activities, and trusted adults within the school community.

OTHS Tier 2 targeted supports include mentoring programs during Advisory periods, restorative circles, conferences, lunch detention, parent conferences, attendance interventions, counseling services, and targeted monitoring by social workers, counselors, and administrators. SOS team meet weekly to identify students in need of assistance and coordinate intervention plans.

OTHS Tier 3 individual supports include placement in Alternative Classroom, enrollment in the Life Management Skills class, alternative education services, homebound services, individualized mentoring, home visits, and coordinated support from social workers, counselors, administrators, the SRO, and security personnel. The Student Support Department oversees many of these interventions to ensure students received comprehensive and coordinated services.

**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?**

A notable improvement was the reduction in chronic absenteeism, which decreased from 18.9% in Fall 2024 to 16.1% in Fall 2025. Improved attendance is an important indicator because students who are consistently present at school are more likely to remain engaged academically and less likely to be involved in disciplinary incidents. The number of out of school suspensions dropped from 467 total incidents in 2024 to 301 total incidents in 2025. The number of students suspended from school dropped from 202 students in 2024 to 153 in 2025. The total number of discipline actions dropped from 1252 in 2024 to 958 total incidents in 2025. The total number of students involved in a disciplinary incident dropped from 380 students in 2024 to 317 in 2025. OTHS also expanded its capacity to provide behavioral, attendance, and social-emotional supports through the creation of the Student Support Services Department, implementation of restorative practices, and expansion of mentoring opportunities, increased parent engagement efforts, and the continued use of Multi-Tiered System of Support.

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

OTHS has increased the amount of in-school suspension (ACR) days allowed from 3 to 5 each semester. The goal of this change is to keep students in a structured school atmosphere to make sure the student completes their academic work while they are serving their disciplinary action. OTHS has hired a full time in-school suspension (ACR) teacher that will work 5 days a week. A full-time instructor will lower the number of students in ACR each day which will allow the student to get more individual instruction to keep the student from falling behind academically when they are serving ACR.

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)?

OTHS requires every employee to complete Public Works training throughout the year. One of the trainings is on implicit bias. OTHS has not incorporated Diversity Equity and Inclusion Provider Evaluation Tool.

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?

OTHS will reflect every year on the Discipline Improvement Plan and make changes based on the results of what the data shows. I anticipate making changes based on what the data reflects.

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