

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 Rantoul Township High School #193	SCHOOL YEAR 2026	LINK TO PROGRESS REPORT ON THE DISTRICT'S WEBSITE
SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS 200 S. Sheldon St. 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 NAME Brooke Billings	POSITION/TITLE Principal	EMAIL ADDRESS bab@rths193.org
TEAM MEMBER #1 NAME Scott Amerio	POSITION/TITLE Superintendent	EMAIL ADDRESS scottamerio@rths193.org
TEAM MEMBER #2 NAME Megan Anderson	POSITION/TITLE Asst. Superintendent	EMAIL ADDRESS megananderson@rths193.org
TEAM MEMBER #3 NAME Jenna Flessner	POSITION/TITLE Assistant Principal	EMAIL ADDRESS jennaflessner@rths193.org
TEAM MEMBER #4 NAME Alexis Taylor	POSITION/TITLE Social Worker	EMAIL ADDRESS alexistaylor@rths193.org
TEAM MEMBER #5 NAME Montana Mahaffey	POSITION/TITLE School Counselor	EMAIL ADDRESS montanamahaffey@rths193.org
TEAM MEMBER #6 NAME Megan Sims	POSITION/TITLE School Counselor	EMAIL ADDRESS megansims@rths193.org

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?**

Due to the late creation and implementation of our Discipline Improvement Plan, very little change was evident.

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

We accomplished the following:
Social Workers/Administration/School Counselors meet to complete an audit of our current MTSS system for behavior outlining the following- Behavior, Intervention, Responsible Staff, Potential Resources, Projected Implementation Date.

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 Practices are utilized whenever possible. A current Special Education teacher received a stipend to work in collaboration with the discipline staff to repair relationships and provide authentic community service that relates directly to the offense details.

Peer Mediation was utilized by discipline and social work staff.

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

When necessary/possible, social workers were included in discussions about behavioral incidents, peer conflict, and/or restorative practices.

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

Social Workers/Administration/School Counselors meet to complete an 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.

**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?**

We saw a decrease in exclusionary consequences from last year. I think partly that is due to the student body as behavior was overall better.

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

Social Workers/Administration/School Counselors meet to complete an 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.

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)?

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 Diversity, Equity, and Inclusion Provider Evaluation Tool. RTHS discipline committee staff felt 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, and professional development offerings. The committee's recommendation is to include the evaluation tool as part of that audit.

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?

Again, due to the late creation and submission of the plan, we will continue to work towards the goals listed for the 26-27 school year.

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