IL State Board of Education – Discipline Improvement Plan

Carbondale Community High School District #165

School Year: 2025-26

Link to Plan on District Website:
https://www.cchs165.jacksn.k12.il.us/administration/school_documents

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1. Please go to the IBSE School Discipline webpage to find district data-level data. Districts/chart schools may also consider any other relevant data. **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 district's recent discipline data demonstrate continued progress in reducing exclusionary discipline while maintaining a safe, supportive, and accountable learning environment. This improvement reflects our focus on strengthening student supports, building positive relationships, and implementing interventions before exclusionary discipline is considered. Rather than relying solely on suspension, we have prioritized restorative and preventative practices that keep students engaged in school while addressing inappropriate behavior.

A key factor in these positive trends has been our investment in student support services. Our team includes four school counselors, two school social workers, a restorative practices specialist, a student support specialist, and three assistant principals who work collaboratively to meet students' academic, behavioral, and social-emotional needs. Combined with a strong student-to-teacher ratio and a daily student advisory period, these supports ensure every student has trusted adults monitoring grades, attendance, behavior, and overall well-being while providing opportunities for early intervention and mentorship.

Our Alternative to Suspension Program (ASP) and In-School Suspension (ISS) programs have also strengthened our ability to hold students accountable while keeping them connected to learning. Staffed by three certified teachers, instructional aides, and a Student Support Specialist these programs provide academic support alongside opportunities for students to reflect on their behavior and develop strategies for future success.

We believe these comprehensive supports have contributed significantly to the positive discipline trends reflected in our data. While we recognize that bias should always be monitored, approximately 75% of our disciplinary referrals are generated through objective, automatic processes, such as reaching a predetermined number of tardies or failing to attend an assigned detention. These established procedures promote consistency while reducing opportunities for subjective decision-making. We remain committed to regularly reviewing our discipline data, reflecting on our practices, and providing ongoing professional learning to ensure equitable outcomes for all students.

Moving forward, we will continue strengthening preventative supports, expanding restorative practices, and using data to guide decision-making. Our goal is to maintain a school culture where students are held accountable while receiving the academic, behavioral, and social-emotional support needed to remain engaged in school and achieve long-term success.

Although our data indicate meaningful improvement, we recognize that addressing racial disproportionality requires ongoing reflection. Bias is something we must continually monitor to ensure disciplinary decisions remain fair and equitable. Approximately 75% of our disciplinary referrals are generated through objective, automatic processes, such as reaching a

predetermined number of tardies or failing to attend an assigned detention. These established procedures promote consistency and reduce opportunities for subjective decision-making. At the same time, we recognize that some disciplinary decisions require professional judgment, making it essential to regularly review our data, reflect on our practices, and provide ongoing professional learning to ensure equitable outcomes for all students.

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

Our Discipline Improvement Plan was designed to reduce the use of exclusionary discipline while promoting a safe, supportive, and equitable school environment. The plan focused on expanding preventative and restorative practices, strengthening student support systems, and increasing opportunities for early intervention before behaviors escalated. We also sought to improve consistency in disciplinary practices by regularly reviewing data, monitoring for potential disproportionality, and ensuring students had access to academic, behavioral, and social-emotional supports. Through investments in counseling services, student advisory, and our Alternative to Suspension Program (ASP) and In-School Suspension (ISS) programs, our goal was to hold students accountable while keeping them engaged in learning and connected to positive adult relationships. Ultimately, the plan was intended to improve student outcomes by creating a discipline system that emphasizes growth, accountability, and equitable treatment for all students.

3. What specific resources have you been using to counteract punitive discipline? Did you incorporate any of these strategies/practices into your plan?

Our district has implemented several proactive resources to reduce reliance on punitive discipline and promote positive student outcomes. A key component of our approach is the work of our Restorative Practices Specialist and Student Support Specialist, who meet daily with students assigned to In-School Suspension (ISS) to reflect on their behavior, develop strategies for improvement, and prepare for a successful return to the classroom. The Restorative Practices Specialist also works with students assigned to the Alternative to Suspension Program (ASP), providing restorative interventions that emphasize accountability, relationship-building, and problem-solving.

Our school counselors and school social workers regularly monitor behavioral and attendance data to identify students requiring additional support. Students identified as Tier 2 or Tier 3 receive targeted interventions through individual meetings, goal setting, and ongoing progress monitoring designed to address concerns before they result in more significant disciplinary consequences.

At the ninth-grade level, students identified as needing additional academic, behavioral, or social-emotional support are placed in designated advisory sections. These advisory classrooms receive weekly support from the grade-level school counselor, school social worker, and Restorative Practices Specialist, who meet with students, build relationships, and provide

proactive interventions. This collaborative approach allows our staff to identify concerns early, strengthen connections with students, and address challenges before they escalate into exclusionary discipline.

These strategies were intentionally incorporated into our Discipline Improvement Plan and have become central components of our efforts to reduce exclusionary discipline while promoting accountability, student growth, and equitable outcomes.

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

Our district has continued to increase the use of restorative practices by investing in dedicated personnel and embedding restorative approaches into our daily operations. Our Restorative Practices Specialist works with students each day, both proactively and reactively. Students identified through behavioral, attendance, or academic data receive targeted interventions designed to build relationships, develop problem-solving skills, and address concerns before behaviors escalate. When disciplinary incidents do occur, restorative conversations and reflection are used to help students understand the impact of their actions, repair relationships, and develop plans to prevent future incidents.

Social-emotional learning is embedded throughout these supports rather than delivered as a stand-alone program. Our school counselors, school social workers, Restorative Practices Specialist, and Student Support Specialist work collaboratively to provide individualized social-emotional support based on student needs. These interventions focus on self-awareness, self-regulation, conflict resolution, responsible decision-making, and building positive relationships.

Our district has experienced significant growth in both restorative practices and social-emotional learning over the past several years. We recognize that this is an ongoing process and remain committed to continuing our professional learning and expanding a restorative mindset across the district so that prevention, relationship-building, and student growth remain at the center of our discipline practices.

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

Data is analyzed regularly within our district as part of our systems of support. Attendance and discipline data are reviewed by a collaborative team of administrators, school counselors, school social workers, teachers, and student support personnel. Through this ongoing data analysis process, students are identified for Tier 1, Tier 2, or Tier 3 interventions based on their individual needs.

Tier 1 supports include schoolwide expectations, positive behavior incentives, and universal supports available to all students. Students identified as Tier 2 or Tier 3 receive increasingly targeted interventions, including daily or weekly check-ins, small group support, family

communication, home visits, goal setting, progress monitoring, and individualized incentives tied to attendance and behavior goals.

By regularly reviewing data and adjusting interventions based on student progress, our framework allows us to proactively identify concerns, provide timely support, and reduce the need for exclusionary discipline while promoting student success academically, behaviorally, and socially.

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

Our discipline data continue to show positive trends, with exclusionary discipline either decreasing or remaining consistent compared to the previous year. We believe these results are directly related to the systems, procedures, and support programs our district has implemented. In particular, our Alternative to Suspension Program (ASP) has provided an effective way to hold students accountable while keeping them engaged in learning and connected to the school community. Through academic support, restorative practices, and social-emotional interventions, students are given opportunities to reflect, learn from their behavior, and make positive changes without being excluded from school.

Rather than making significant changes to our discipline policies, we have focused on strengthening the implementation of preventative and restorative practices within our existing procedures. We will continue to analyze discipline data, evaluate the effectiveness of our interventions, expand student supports as needed, and adjust our practices to best meet the evolving needs of our students.

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

Going forward, we will continue to strengthen and refine our existing discipline systems with an emphasis on prevention, consistency, and restorative practices. We will further develop and expand proactive supports within our tiered framework, ensuring that students receive timely interventions based on attendance, behavior, and academic data.

We will also continue to enhance the effectiveness of our Alternative to Suspension and In-School Suspension programs by increasing opportunities for structured reflection, academic support, and restorative conversations. In addition, we plan to further strengthen collaboration among administrators, counselors, social workers, and teachers to ensure early identification of student needs and coordinated intervention efforts.

Ongoing professional learning will remain a priority, particularly around restorative practices, social-emotional learning, and equitable discipline practices. We will continue to regularly review discipline data to identify trends, monitor effectiveness, and address any emerging disproportionality.

Overall, our focus will remain on creating a disciplined, supportive school environment where students are held accountable while also receiving the academic and social-emotional support needed to succeed.

8. Have you completed implicit bias training?

Carbondale Community High School has implemented implicit bias training as required by PA 100-0014. CCHS has not incorporated the Diversity Equity and Inclusion Provider Evaluation Tool. The training has been effective at creating awareness among faculty and staff of implicit bias. CCHS faculty and staff frequently analyze student data and disaggregate data based on student demographics. CCHS faculty and staff also frequently and intentionally discuss student needs, knowledge of students, and differentiation based on student needs during the teacher evaluation process.

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?

Overall, our Discipline Improvement Plan has been effective in supporting a reduction in exclusionary discipline and strengthening a more supportive and restorative school environment. Key strategies that worked well include the expansion of student support systems, the implementation of tiered structures, and the use of Alternative to Suspension and In-School Suspension programs that allow students to remain connected to learning while receiving behavioral and social-emotional support. Additionally, the increased use of restorative practices and collaboration among counselors, social workers, and administrators has helped improve early identification of student needs and more timely interventions.

One area that has been particularly successful is the consistency of data review and the ability to respond proactively to attendance and behavior trends. This has allowed staff to intervene earlier and provide targeted supports before behaviors escalate to exclusionary consequences.

While the overall framework has been effective, we continue to refine implementation to ensure consistency across all staff and settings. One area for continued growth is strengthening full staff buy-in and ensuring that restorative practices are consistently applied in all situations where appropriate. We also recognize the ongoing need to monitor discipline data closely to ensure equitable outcomes and address any emerging disproportionality.

We do not anticipate major changes to the overall plan, as the current structures are producing positive results. Instead, we will focus on refinement, consistency, and continued professional learning to strengthen implementation and expand impact. Our goal remains to build on the systems already in place while continuing to adapt based on student needs and data trends.