

## DISCIPLINE IMPROVEMENT PLAN TEMPLATE

100 North First Street  
Springfield, Illinois 62777-0001

### 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 Harlem Consolidated School District 122	SCHOOL YEAR 2025-2026	BOARD APPROVAL DATE(S)
LINK TO DISTRICT WEBSITE WHERE PLAN IS POSTED <a href="https://www.harlem122.org/">https://www.harlem122.org/</a>		SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS 8605 N. 2nd Street, Machesney Park, IL 61115
SUPERINTENDENT/ADMINISTRATOR NAME Dr. R. Terrell Yarbrough		

#### Discipline Improvement Plan Team

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

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TEAM MEMBER Michael Valentine	POSITION/TITLE Loves Park Elementary Principal	EMAIL michael.valentine@harlem122.org

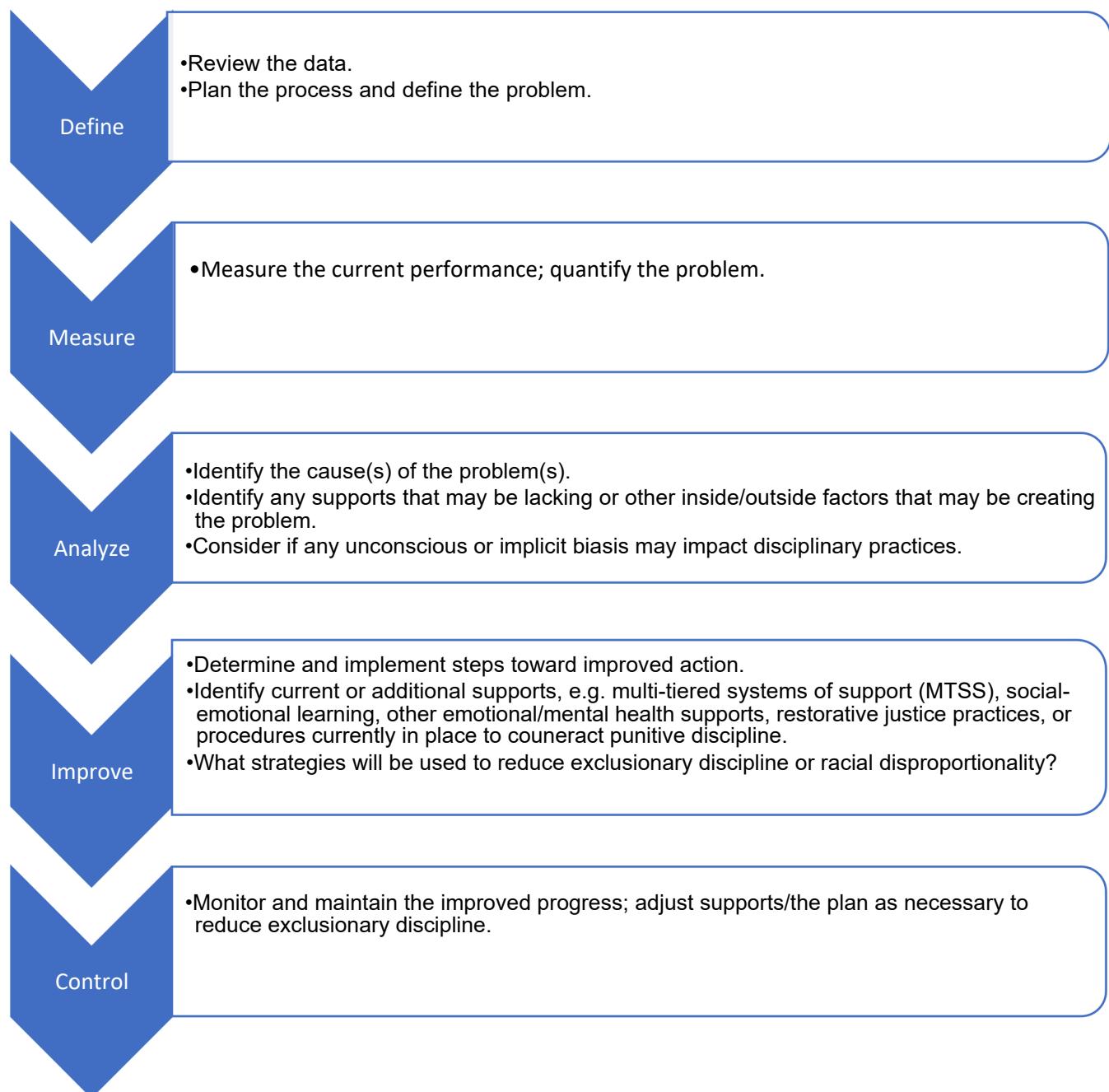
## Recommended Steps to Consider when Creating the Discipline Improvement Plan

### 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)?**

See Appendix A

#### **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)

See Appendix A

## APPENDIX A

### Step 2

- **Define:**

School Year	Suspension Rate Eligibility	Suspension Rate	Top 20% in Suspension Rate
2018	Yes	10.6217	Yes
2019	Yes	9.7702	Yes
2020	Yes	11.1796	Yes
2021	Yes	1.4439	No
2022	Yes	13.8655	Yes
2023	Yes	13.6312	Yes
2024	Yes	18.2933	Yes
2025	Yes	12.3739	Yes

School District	School Year	Suspension Rate	Total Enrollment	Total Suspensions	Suspension Rate	Top 20% in Susp	Suspension Rate
Harlem UD 122	2018	Yes	6675	709	10.6217	1	69
Harlem UD 122	2019	Yes	6571	642	9.7702	1	85
Harlem UD 122	2020	Yes	6485	725	11.1796	1	34
Harlem UD 122	2021	Yes	6233	90	1.4439	0	101
Harlem UD 122	2022	Yes	6188	858	13.8655	1	42
Harlem UD 122	2023	Yes	6111	833	13.6312	1	68
Harlem UD 122	2024	Yes	6199	1134	18.2933	1	27
Harlem UD 122	2025	Yes	6045	748	12.3739	1	72

Harlem Consolidated School District 122 reviewed the preceding data regarding Suspension Rates over the last three years, and based on that data, the team reviewed HSD 122 out-of-school suspension and intervention data and out-of-school suspension demographic data.

- **Measure:** current performance and quantify the problem
  - Using strategies from last year's plan, the suspension rate is as low as it has been since the pandemic.
  - There has been a six point decrease of the suspension rate from 2024 to 2025, but the rate is higher than before the pandemic.
  - There was an increase in 2024 likely related to the adjustment of the HHS tardy policy, which was addressed in 2025.
  - Looking at Harlem's in-house behavior suite for 2025, the referral codes tied to the highest number of OSS include: Dangerous Behavior, Insubordination, Major Disruption, Tardy-Excessive, and Not in Assigned Area.
  - While Harlem is not on the state list for disproportionate exclusionary discipline, it was noted that there is a larger percentage of suspensions for students with

IEP's, African-Americans, and students of two or more races when compared to the demographic make up of the school district.

- **Analyze:** identify causes of the problems, any supports that may be lacking or other inside/outside factors, and consider if there are any implicit biases that may impact student disciplinary practices.
  - Potential causes for the high number of out-of-school suspensions as consequences include:
    - Inconsistent classroom management strategies and practices from some staff that lead to increased insubordination and major disruption referrals.
    - Students feeling a lack of belonging or engagement in class that leads to students not in assigned area.
    - Supports that are offered and attempted to reduce and/or prevent Major Disruption referrals related to interpersonal conflicts are not given the buy-in by students.
    - Barriers to communicate and collaborate with all stakeholders for some repeat offenders.
  - Supports that are offered in an effort to reduce and counteract exclusionary discipline:
    - SEL curriculum provided to all students twice weekly in Advisory
    - PBIS program (CICO, incentives)
    - Social work minutes (specifically tied to students with IEPs)
    - Drug/Alcohol assessment screening to reduce 10 day OSS to 5 days.
    - Reduction in days for offenses using drug use from 10 to 7 days.
    - Peer mediation
    - Restorative lessons for targeted behavior during ISS, which typically precedes OSS for repeat offenders.
    - Mandatory reentry meetings from OSS with multiple stakeholders
    - Cell phone lockers at Harlem High School
- **Improve:** steps towards improved action, current supports, SEL, restorative practices, etc.
  - Current supports include a twice weekly school-wide SEL lesson which focuses on social-emotional topics related to interpersonal conflicts, self-regulation strategies, managing peer pressure related to drugs/alcohol, etc.
  - Currently, HHS operated a plan related to "Huskie Points", which acknowledges that students will make choices that require consequences on the discipline matrix and loss of Huskie Points, however, those students can and will make positive choices that can put them in a position to earn Huskie Points back in a manner that is tied to the behaviors that cause the student to lose points. The Huskie Point system is tied to athletics, clubs and organizations, and other extracurricular activities.

- HMS uses monthly and quarterly incentives to motivate and celebrate students' success. Each month focuses on a positive theme, such as Safety Month and Kindness Month, to promote strong character and responsible behavior. In addition, PBIS incentives recognize students for maintaining good attendance, positive behavior with no discipline referrals, and strong academic performance. Through these incentives and celebrations, HMS encourages students to make positive choices, stay engaged in learning, and contribute to a safe and supportive school environment.
- Next steps: In previous plans, there was a reduction in the days assigned for an OSS related to nonviolent/nonaggressive DRU-1 offenses. HHS and HMS are going to reduce the number of days assigned for
- **Control:** monitor and maintain improved progress; adjust supports as necessary.
  - Continue to meet as an Administrative team and regularly monitor discipline data.
  - Assess consequences on an individual student basis, focusing on the idea of a consequence reducing the recurrence of a behavior, working with students and families to find the appropriate consequences.
  - Attend district SBC meetings and utilize input from other administrators and district office individuals.
  - Stay current on best practices in support of students.

**Step 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)?**

Our district does not currently rank in the top 20% for disproportionate discipline among our racial groups. However, we continue to focus on matters involving equity and review concepts like implicit bias and how it affects our interactions with students building-wide and district-wide equity committees and professional development.

**Step 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).

Harlem Consolidated 122 Discipline Improvement Plan		
Goal/ Objective	HHS	Reduce out of school suspensions (OSS) by implementing an equitable, proactive discipline approach that supports all students, particularly those from marginalized backgrounds, students with Individualized Education Plans (IEPs), Black/African American Students, and Students of two or
	HMS	
	Elementary Representation	

		more races. We will also reduce the number of days assigned for OSS as a consequence for infractions involving drug usage, with a possibility of reducing further if students agree to a substance evaluation.
Strategy/ Action	HHS	<ul style="list-style-type: none"> <li>• Continue and improve on Advisory curriculum focusing lessons on behaviors and skills related to discipline infractions that are tied to higher OSS consequences</li> <li>• Continue focus on Huskie Points, with addition and improvement of methods to earn back points in restorative manners aligned with the original discipline infractions</li> <li>• Implement reduction of OSS days tied to discipline involving substance usage.</li> <li>• offering an alternative consequence of ISS with academic and behavioral support</li> <li>• Create opportunities for parents/guardians to be included more in the alternative consequence of ISS <ul style="list-style-type: none"> <li>◦ Aware of the plan</li> <li>◦ Support at home</li> <li>◦ Able to offer insight to student behaviors for SW and Admin to address</li> </ul> </li> <li>• Offer training during summer and/or next school year on Restorative Practices for educators.</li> <li>• Continued professional development on equitable practices, positive relationships, and classroom management.</li> <li>• Cell phone lockers to improve student engagement</li> </ul>
	HMS	<ul style="list-style-type: none"> <li>• Continue with targeted lessons in advisory.</li> <li>• Continue with monthly and quarterly incentives to motivate and celebrate student success.</li> <li>• An 8th grade boys group was established to support males who experience numerous referrals.</li> <li>• Continue with targeted restorative lessons for students in ISS.</li> <li>• Communicate benefits of peer mediation and continue to promote it as an option to address conflict.</li> <li>• Seek professional development to offer the ability for counselors or admin to provide anti-drug and substance lessons to students.</li> <li>• Professional development on building positive relationships with students, classroom management, and equity.</li> </ul>
	Elementary Representation	Continue with the current plan. OSS's have been cut in half from FY 24 to FY 25, and the trend is continuing.
Timeframe	HHS	The remainder of the 25-26 school year as data collection provides and initial implementation with the 26-27 SY being full implementation.

	Elementary Representation	
Responsible Individuals	HHS	Building administrative team with support from counselors, social workers, case managers, and advisory teachers.
	HMS	
	Elementary Representation	
Success Criteria	HHS	Reduction in suspension rate by 2 points.
	HMS	
	Elementary Representation	
Method of Evaluation	HHS	Admin will assess monthly using the Harlem Connect Behavioral Suite to track student discipline rates.
	HMS	
	Elementary Representation	