

2025-26 Discipline Improvement Plan

Goal / Objective

To reduce the use of exclusionary discipline and to reduce the racial disproportionality of exclusionary discipline.

Strategy / Action

In School Suspension Restorative Practice Implementation - The goal of the program is to reduce recidivism. A Restorative Practice Specialist employee works daily with students in ISS. In addition, two aides assist students in their schoolwork throughout the day, and a certified teacher provides Academic Support during two class periods.

Preventative Restorative Practice Program Implementation - The Restorative Practice staff member also meets with students throughout the school day to prevent future conflict and to mediate issues between students. This program is preventative and is intended to reduce the number of conflicts between students.

PBIS - Tier 1 – All students are enrolled in Terrier Time, an advisory class period. Teachers have small groups of students that they meet with weekly to discuss behavior, attendance, and academics. School wide goals in these areas have been set and are shared frequently with students. School wide competitions tied to goals take place frequently. Tiers 2 & 3 – The PBIS Tier 2/3 team meets frequently to analyze student discipline data. The team consists of 4 School Counselors, 3 School Social Workers, and 3 Assistant Principals. They implement targeted interventions based on behavioral data which include small group sessions, individual groups sessions, and mentoring groups with counselors and social workers.

Strategic Plan - CCHS has adopted a 5-year Strategic Plan. Goal 2 of our Strategic Plan consists of school culture and climate. Our Goal 2 Team consists of members from our PBIS Team and our Trauma & Resiliency Team. These groups analyze data, research solutions, and implement strategies to reduce targeted behaviors. Key Performance Indicators serve as data points and goals. They include OSS totals, ISS totals, overall attendance, and overall tardies. Goal 2 Team of our Strategic Plan is focusing on school culture and climate. Members of our PBIS Team and Trauma and Resiliency team are part of Goal 2. This includes teachers, administrators, counselors, and school social workers.

Through this team, we have identified our 9th graders who need additional support and are in the process of creating a Freshman Support Team with the goal of creating a Freshman Academy and targeted support and resources for our 9th graders through Terrier Time, our advisory period.

Our Goal 2 Team also created a Discipline Team which will be tasked with researching best practices regarding administering disciplinary consequences. This team will examine our current disciplinary processes, research, and recommend changes to our processes.

Student Advisory Period - Terrier Time was fully implemented school wide in the 2022-2023 school year. This program provides students with an advisory period built into their

schedule. Students are divided into small groups of 12 to 14 assigned to one teacher. Teachers will be given a structured schedule for checking in with students and working with them on grades, attendance, and discipline. Terrier Time will give each student an adult in the building that they can discuss these issues within a non-academic environment. Teachers will direct students to resources available at the school as needed.

Alternative to Suspension Program - During the 2023-2024 school year, CCHS implemented an Alternative to Suspension Program to reduce the frequency of out-of-school suspension. An additional staff member was hired to run the program. Students who would have previously been assigned an out-of-school suspension for a behavior are now required to serve their consequence in the Alternative to Suspension Program (ASP) instead. ASP students are assigned to another building in the district for the amount of time that they would have been suspended. The staff member running the ASP program works with students to provide transportation and academic support during the duration of their ASP assignment. The Restorative Practice Specialist meets with all students assigned to ASP to discuss their behavior and provide social-emotional support. This program allows suspended students to stay connected to their academic and social-emotional supports that they would not have received while serving an out-of-school suspension.

Timeframe

These strategies were implemented in the 2023-2024 school year. Adjustments are made annually.

Responsible Individuals:

- 7 school administrators
- 1 School Resource Officer
- 4 School Counselors
- 2 School Social Workers
- 1 Restorative Practice Staff Member
- 1 Student Support Specialist
- 1 CCHS/Rebound Liaison (ASP Program Supervisor)

Success Criteria

CCHS Strategic Plan Goal 2 Key Performance Indicators - Reduction of Student Behavior Referrals, Reduction of In-School-Suspension, Reduction of Out-of-School-Suspension, Reduction of Alternative to Suspensions

Method of Evaluation

These strategies are being monitored in the 2025-2026 school year. Adjustments are made annually based on the review of data.