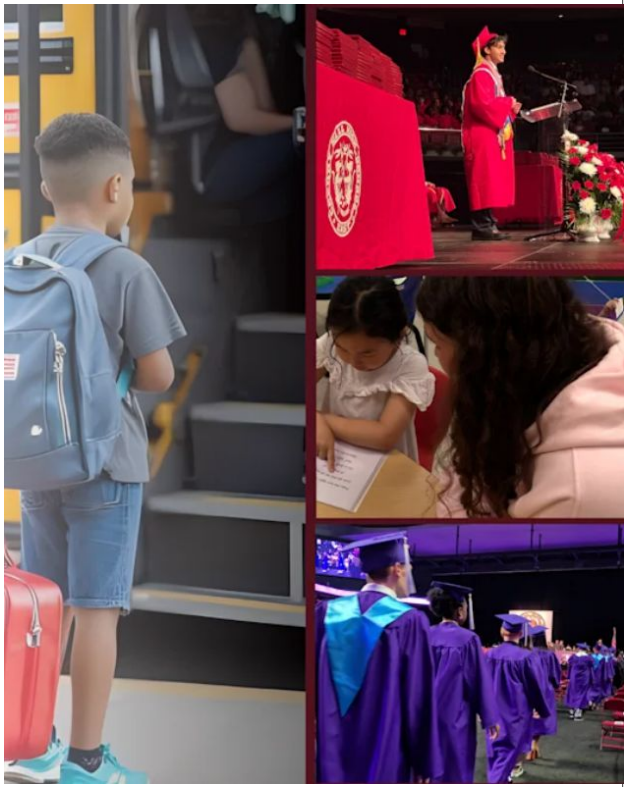
CHPS Discipline Data
BOE Presentation



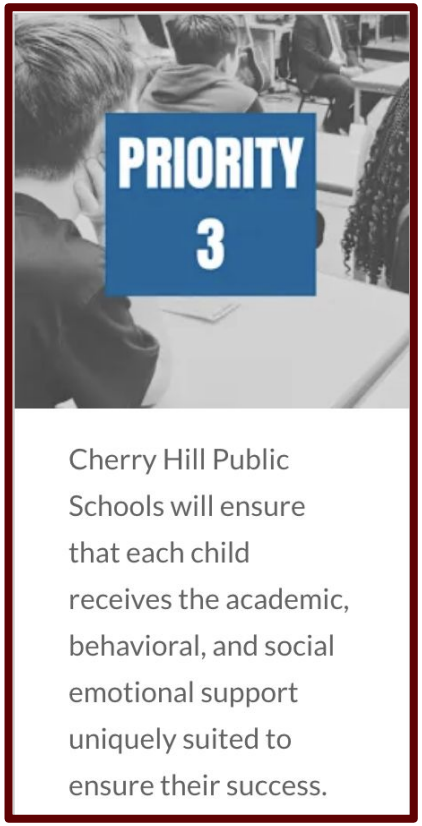
October 27, 2026

Mr. George Guy - Ms. Caroline Steer

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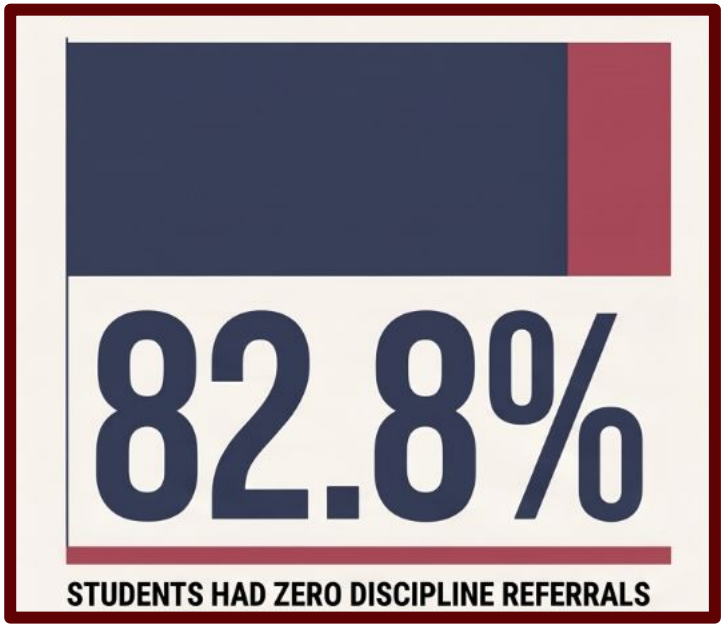
Purpose

- We review and disaggregate discipline data generally every month to look for patterns and trends.
- We may have to get more information to better understand the patterns and trends.
- Once we have all the data, we can implement strategies to disrupt the patterns and trends from continuing or lessen their effects on students and their ability to learn.
- It also allows us to ask questions about the root causes of patterns or trends that arise.

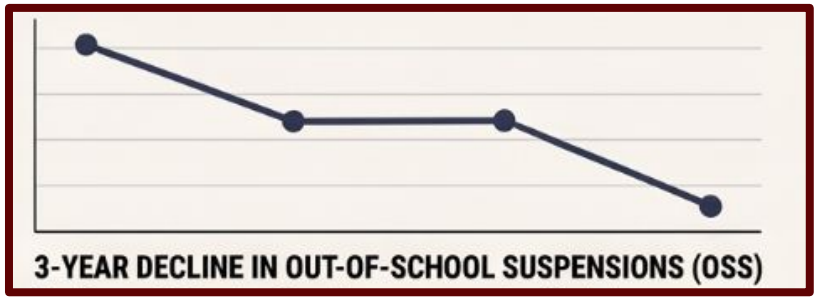


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The Big Picture



*25-26 School Year





BECK MIDDLE SCHOOL REACHES LOW SUSPENSION MILESTONE

Successfully maintained fewer than ten out-of-school suspensions during the 2025–2026 school year.

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Where Outcomes Differ

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Offenses that lead to learning gaps:

K-12	6-12	9-12
• Disrespectful to student • Inappropriate physical contact	• Disrespectful to Staff • Fighting	• Being late to school • Late to Class • Cutting Class

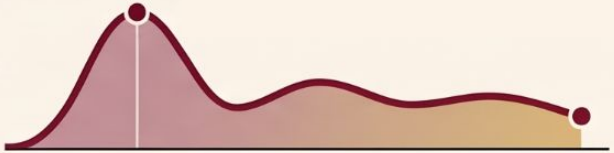
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What the Data Tells Us

Behavioral Incidents Peak Annually in October

Incidents spike highest in October before remaining stable or decreasing K–12.





K–2 Dysregulation

K–2 Dysregulation & 9–12 Absenteeism Drive Outcome Gaps

Early grade dysregulation and high school chronic absenteeism strongly correlate with discipline.



9–12 Absenteeism

Restorative & PBIS Practices Reduce Behavioral Incidents



Restorative & PBIS Practices



Positive Behavior Plans

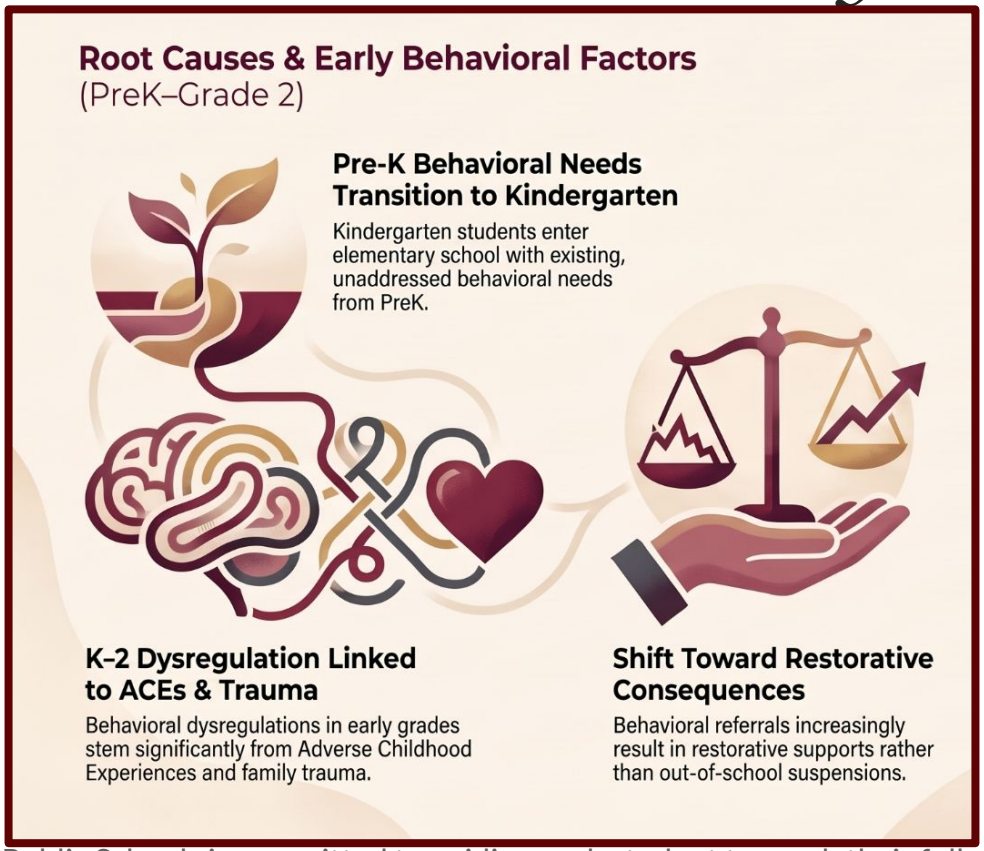


Fewer Referrals

Schools with restorative consequences and positive behavior plans experience significantly fewer referrals.

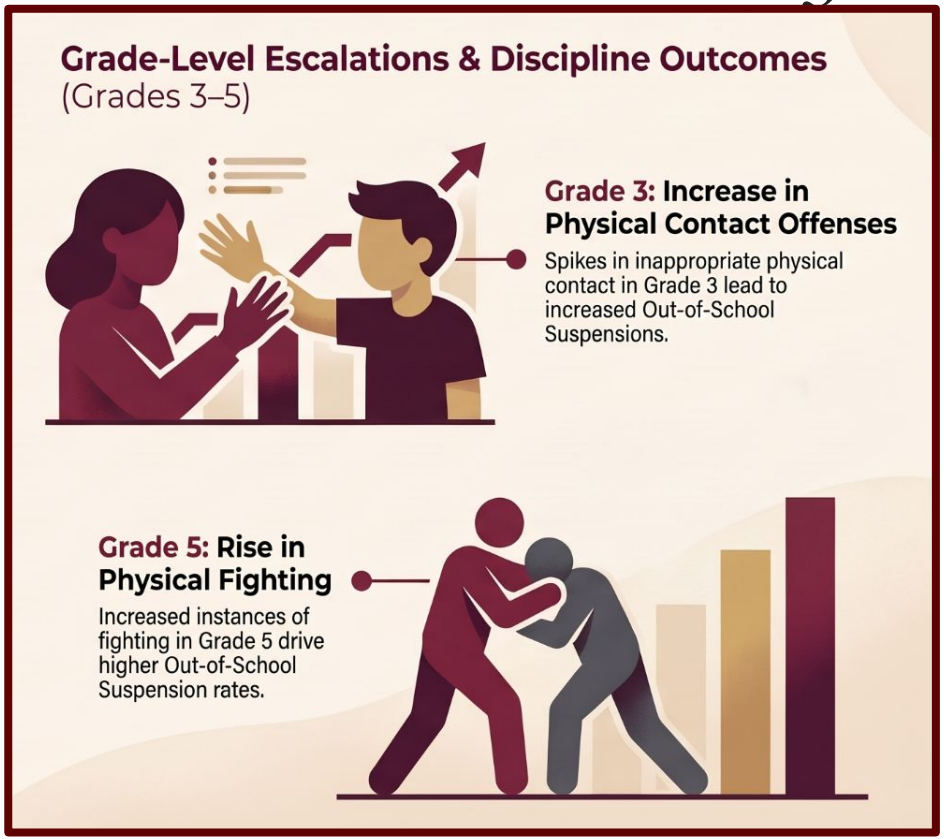
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What the Data Tells Us: *Elementary*



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What the Data Tells Us: *Elementary*

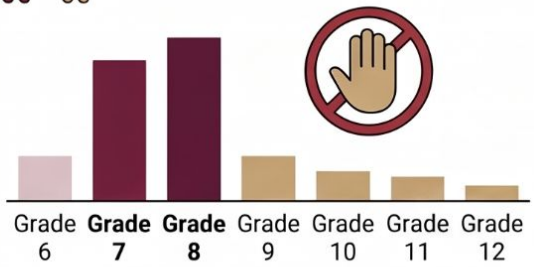


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What the Data Tells Us: *Secondary*

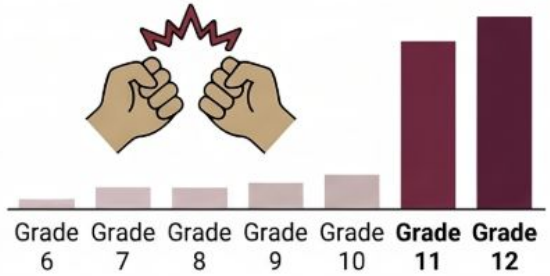
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Inappropriate Physical Contact Concentrated in Grades 7 & 8



Out-of-school suspensions for physical contact peak during middle school years.

Fighting Suspensions Concentrated in Grades 11 & 12



High school upperclassmen account for the highest concentration of fighting suspensions.

PBIS Implementation Lessens Referrals and Suspensions



School-wide Positive Behavioral Interventions & Supports effectively reduce disciplinary actions district-wide.

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What the Data Tells Us: *Secondary*

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Critical Secondary Data & Analysis Needs



Measure Discipline Impact on Instructional Time

Additional data is needed linking secondary discipline to lost classroom learning time.



Link Class Cutting to Engagement and Belonging

Studies are required in grades 9–12 connecting attendance to student belonging.

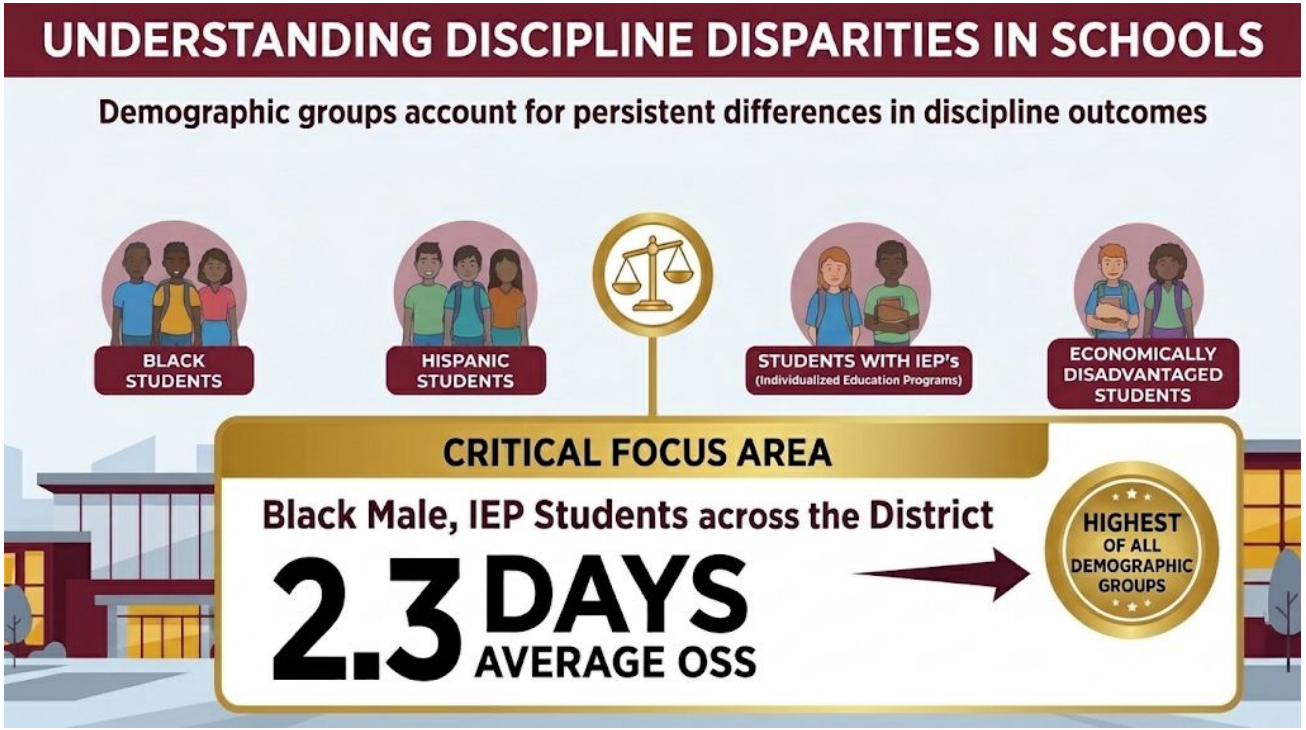


Analyze Lateness Evolution into Discipline Disparities

Perform root cause analysis on high schoolers to address lateness patterns.

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What the Data Tells Us



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What We're Doing

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- ✔ Culturally Responsive Practices PreK-12 for all staff through the work of the district Access and Opportunity Committee
- ✔ Supporting students and families with absences
- ✔ Root cause analysis by speaking with disaffected students
- ✔ Replicate successful practices
- ✔ Positive Behavior Supports
- ✔ Student supports for behavior dysregulation

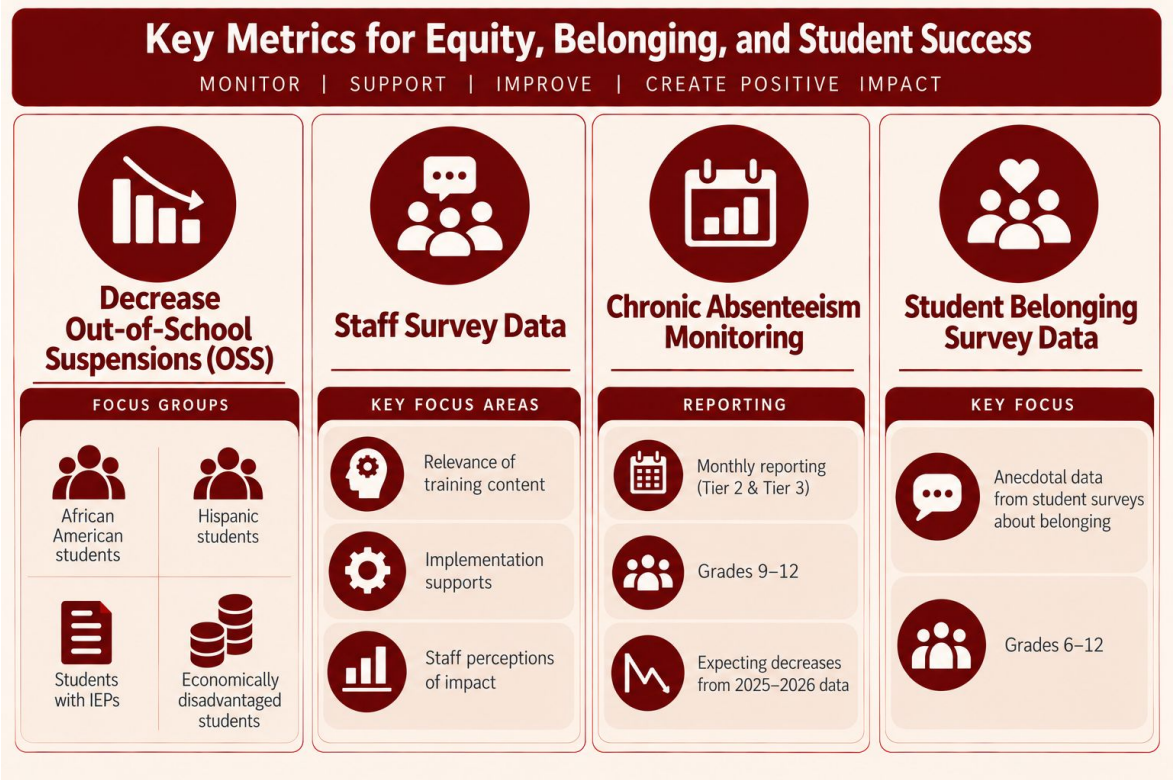
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What We're Doing

- ✔ Continued professional development for all staff linked to behavior dysregulation
- ✔ MTSS implementation supports for chronic absenteeism and behavior
- ✔ Use of school guidance, and student advocates to help support MTSS
- ✔ Strengthening Tier 1 chronic absenteeism support, K-5
- ✔ Continued Restorative Practice Supports from our trainers at HS West
- ✔ Linking Second Step and other Social Emotional Learning with MTSS Tier 2 and Tier 3 implementation

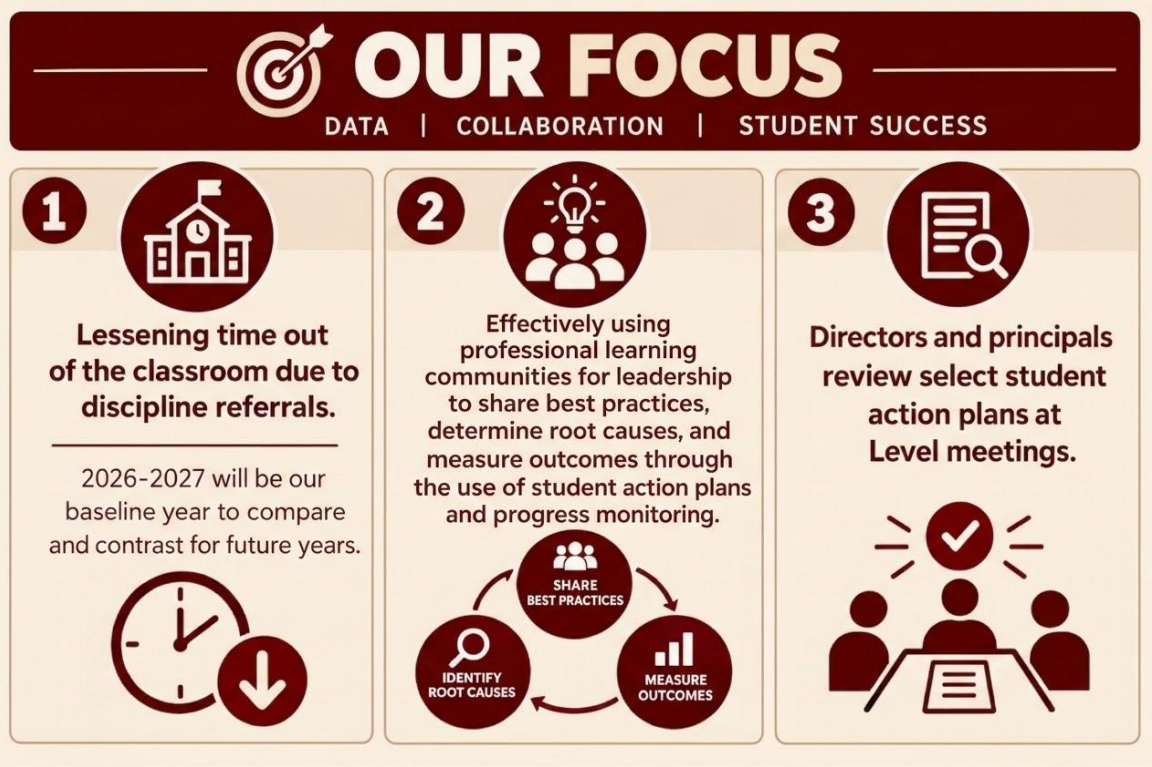
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How We'll Measure Progress



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How We'll Measure Progress



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Questions?

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