

# CAC Discipline Recommendations

1. Class size - smaller number of students in class
  - a. Concerns
    - i. Adding teachers would have financial impact.
    - ii. Class size would have to drop 8-10 kids in order to make a difference.
    - iii. Would have to increase staff size by 30% (estimate).
  - b. Benefits
    - i. Effective strategies like relationship building and differentiation are easier with reduced class size.
    - ii. Reducing class size along with implementation of effective strategies is more likely to make a difference.
  - c. Current Practice
    - i. Most sections are close to the state standard.
    - ii. We have teaming in 6th grade to help reduce the number of teachers for each student.
  - d. Recommendation
    - i. Study research/evidence of impact smaller class size offers to students (by course? By age?, etc.)
    - ii. Explore reducing class sizes in K-2 and adding Teaming to grades 7 and 8.
  
2. Relationship Building- personal connection between students and adults. Use the relationship to support struggling students.
  - a. Concerns
    - i. Some of our structures currently in place to build adult-student relationships such as Advisory are not working to their full potential
  - b. Benefits
    - i. The foundation to success is relationship building. We are all better people when we are with the people we feel care for us.
  - c. Current Practice
    - i. Secondary advisory is relationship building focused.
    - ii. SOAR for 6th grade teams is also relationship building focused. This is an additional advisory of sorts specifically to help 6th grade students with transition.
    - iii. Trauma Informed school strategies have been implemented as a result of professional development offered.
    - iv. Second Step Social Skills curriculum is being used at the middle schools through our partnership with Cerner.
    - v. Social Workers are in place at many schools.

- vi. Daily community building at elementary (20 mins) provides time to strengthen relationships.
  - d. Recommendations
    - i. Further study and training on Trauma Informed care. Continue to study and train staff on Trauma Informed strategies/relationship building.
    - ii. Further develop and train staff in Cultural Competency.
    - iii. Training for advisory teachers and revision of advisory curriculum.
- 3. Peer Mediators and Peer Advocates to help students who may not want to talk to an adult.
  - a. Concerns
    - i. We have done this in the past and have found mixed results.
  - b. Benefits
    - i. Empowering students to help others is positive for all students.
    - ii. Sometimes students have a better understanding of what struggling students need.
  - c. Current Practice
    - i. We are doing less than we have in the past.
  - d. Recommendations
    - i. Investigate what Raytown High is currently doing in this area.
    - ii. Explore options with other schools or research based programs.
- 4. Redefine behavior for suspensions; examine majors and minors and community service projects
  - a. Concerns
    - i. We have drifted away from using the appropriate discipline for major and minor infractions. Sometimes a minor infraction repeated over time frustrates adults and they resort to major discipline.
    - ii. Community service can be overused and may not be appropriate in all circumstances. It can degrade relationships between community partners and the school when students perform community service as part of discipline but do a poor job or require extensive oversight.
  - b. Benefits
    - i. The most obvious benefit is that we keep students in school.
    - ii. Using community service in the appropriate circumstances can help students see the real impact of their infractions.
  - c. Current Practice
    - i. We currently apply a range of discipline based on the severity of the infractions. These “majors and minors” are defined at each building as part of their PBIS plan.
    - ii. We use community service as a discipline option on a very limited basis.
  - d. Recommendations

- i. This recommendation is similar to #5. We need to take a closer look at how we are dealing with Majors and Minors in PBIS.
  - ii. Community Service can be investigated for a narrow range of offenses and students. We can likely expand this practice beyond the current scope.
- 5. Teacher development training to detect smaller student concerns and to be more proactive
  - a. Concerns
    - i. We are currently quite limited in the amount of professional development time we have for teachers.
  - b. Benefits
    - i. Training to be proactive toward student behavior helps avoid being punitive about misbehavior.
  - c. Current Practice
    - i. We currently train teachers in BIST. Buildings also hold PD on PBIS and relationship building.
  - d. Recommendations
    - i. Continue to train all teachers in BIST and keep this as a priority program for the district.
    - ii. Reestablish relationship with RPDC for PBIS and have Robert Cordell emphasize this more as he works with schools. Robert Cordell will take a more active role in championing PBIS.
- 6. Diversity Training (Cultural Comp) to ensure staff can be effective with all diverse backgrounds
  - a. Concerns
    - i. We have a diverse student population with a wide range of cultures. Students often view their reality through the lens of their own culture.
  - b. Benefits
    - i. Understanding students' culture and understanding our own culture helps us build better relationships and make better decisions.
  - c. Current Practice
    - i. We are currently expanding our cultural competency through the help and direction of the Cultural Competency Committee.
  - d. Recommendations
    - i. The Cultural Competency Committee will continue to provide direction and professional development to help us all become more culturally competent.
- 7. Using outside resources and community partnership to assist with wrap-around services for students
  - a. Concerns
    - i. It is sometimes difficult to find the right partners and to create a partnership plan that is good for both parties.

- b. Benefits
    - i. We are able to provide more resources at a low cost.
    - ii. Developing relationships with the community helps them to see the value of schools and helps our students see the value of the community.
  - c. Current Practice
    - i. We have some limited relationships currently. RayFriends has been one of the bigger connections and it has been outstanding.
  - d. Recommendations
    - i. Continue to pursue and increase partnerships with RayFriends, Cerner, ReDiscover and CAPA. The emphasis will be to get professionals such as therapists and social workers to come to the buildings.
8. Social Workers for both High Schools
- a. Concerns
    - i. The only concern is that we do not have enough social workers.
  - b. Benefits
    - i. We are seeing an increased need for the support social workers provide.
  - c. Current Practice
    - i. We currently do not have social worker support at the high schools.
  - d. Recommendations
    - i. We are currently working on grant opportunities to provide one for each school.
    - ii. This should be a priority for us but may be limited by finances.
9. Consistency with applications of discipline being careful not to be too rigid. Good balance of consistency while being mindful of the unique needs of kids.
- a. Concerns
    - i. Inconsistency is sometimes a reflection of allowing emotions to drive discipline.
  - b. Benefits
    - i. The end goal is to keep students in school more and improve behavior.
  - c. Current Practice
    - i. We have a clear discipline handbook but the ranges of discipline for infractions is pretty wide. We also use some categories to capture a wide range of infractions.
  - d. Recommendations
    - i. We need to refine some discipline categories such as Disrespect and Defiance.
    - ii. We will hold sessions with principals on reviewing discipline and evaluating the level and consistency of consequences. This is a good DRT process for them to go through.
    - iii. This is closely related to #4 and we will need to implement many of the same recommendations as used for #4.