



Report on the Progressive Discipline Plan

April 17, 2017

Problem:

Appropriate conduct is critical to a student's ability to learn. Having the ability to maintain discipline and order in the classroom is likewise crucial to a teacher's effectiveness.

The CTA agrees with the district's intent to employ a discipline plan that eliminates erratic or inconsistent consequences for inappropriate student behavior. However, our recent Winter Survey reveals areas where the district's Progressive Discipline Plan (PDP) needs improvement in order to become an effective tool for teachers and a positive learning instrument for students.

According to the CTA's Winter Survey, only 12 percent of CCSD teachers agree that the district empowers them to maintain order and discipline in their classrooms. Only 19 percent agree that the PDP promotes high expectations for student conduct.

The survey also revealed two specific areas that should be targeted for improvement: 1) Level 1 consequences do not promote high standards for student behavior, and 2) The policy does not adequately manage students who consistently disobey multiple school rules.

Proposed Solutions:

The CTA proposes a number of possible solutions for these issues:

- Teacher leaders from various grade levels and schools should have input in implementing changes that can improve the plan.
- Schools should be equipped with monitored rooms where students can be sent for immediate re-teaching, consequences, and parent contact.

- The online tool used to monitor student behavior (Review 360) should be configured to automatically call and email parents when a teacher has documented student misconduct.
- Consequences—especially for Level 1 offenses—should be reworked in order to assure high expectations for student conduct, greater consistency of consequences, and teacher focus on student learning rather than misconduct management.
- Consequences should also be reworked to permit more reasonable escalation for students who continually disrupt the learning of themselves and others.
- Students who continually disrupt the learning of themselves and others could be placed in a school-based alternative learning environment that could include a blend of teacher-facilitated and online learning. Emphasis would be placed on life and behavior-management skills with the goal of restoration to regular classes. This could include an abbreviated school day and other strategies.
- Schools should not be permitted to ignore, minimize, or dismiss infractions due to low expectations for student behavior. Good behavior should be the expectation across the board and should not shift from school to school based on varying student “populations.”
- School Improvement Councils should be encouraged to explore conduct grades for students at all levels. Grades would not be part of a student’s official transcript or be used to make academic decisions but would be for parental notification only. Parents are a teacher’s greatest allies in teaching high conduct expectations, and more information should be available to them about their children’s classroom behavior.