

**MTSS Team Meeting Agenda**

Date: 08/22/14 Site: Mission View LSC: Liz Hoover  
 Persons present: Meg Cota, Yvette Leon

Task	Notes
Review of Discipline Data (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	Kinder students as a whole are having trouble with first weeks of school. Notice that some of the students who were challenging in kinder from last year have also had some difficulty starting the year. One family of students is of concern; frequent disruptive behavior by all three children (one is in PACE).

School-Wide Corrective Action	Action Needed	Person Responsible
(What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	LSC to continue with lessons with classrooms – PBIS, positive decision-making, reflection, apology protocols. Also work with new staff (and existing staff who need reminders) on modeling circles, work with kinder team in particular to help communicate PBIS system. *Teachers to sit in during LSC lessons to refresh/learn Mission View’s PBIS discipline system. Ensure all are using same language and consistent expectations. Teachers to document interventions in Mojave.	LSC Administrator Teachers

PBIS Review	Notes	Action Needed	Responsible
(What positive interventions have been used recently? What changes need to be made?)	Use of “Coyote Howls” for students as a reward will continue.	Orient new staff members to Coyote Howls reward system.	LSC

MTSS Behavior (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log to monitor: [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	Begin MTSS for one kinder student in particular. Request support from Native American Studies Dept. on this student. Ensure parent communication with other repeat offenders. Work with teachers on consistency of expectations. Keep particular eye on [REDACTED] multiple incidents at all grade levels. Referral to ChildFind for PACE sibling. BIT referral for self-	Complete MTSS form. Complete Student Services online request form. Help facilitate ChildFind appointment for parent. BIT referral for CCS student.	LSC Classroom Teacher Administrator Community Liaison
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	contained CCS student		
<p><b>MTSS Academics</b>                      (Assignment of new students to a case manager, review of students currently being managed)                      List Students Added to Log:                      None at this time. – Await screener.</p>	<p>Kinder students as a group are of concern again. Great deal of Speech and language concerns.                      Multiple students were retention candidates from last year; need to monitor their progress closely. No MTSS at this time unless progress concerns begin to emerge.</p>	<p>Speech path to do screener for kinder.</p>	<p>Speech path                      Teachers</p>
Other			

General Summary of Meeting: Kinder as a whole appears to be the grade level of greatest need. Teachers will finalize assessments and continue with newly begun intervention exchanges for academics. Teachers to monitor closely for progress and recommend students to team as needed.

**MTSS Team Meeting Agenda**

Date: 09-26-2014

Site: Davis Bilingual Magnet

Carmen Campuzano

Persons present: Yvette Lanz, Mercedes Vella, Julian Barcelo,  
Anel Castro-Green, Barbara Fallwell

Principal

Task	Notes		
<p>Review of Discipline Data (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)</p>	<p>1<sup>st</sup> quarter discipline report- 0 suspensions 11 students served lunch detention with the principal 4 Restorative meetings with groups of students 2 Restorative meetings involving parents 3 referrals to counselor</p> <p>Level 1 &amp; 2 student infractions reported in Mojave by classroom teachers, principal, and counselor <u>6</u> 504 plans written and/or updated <u>3</u> Behavioral Contracts written</p> <p>PD Review and update on School Environment / Core Values / In La’Kech kindness program</p>		
<p>School-Wide Corrective Action</p>			<p>Person Responsible</p>
<p>(What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)</p>	<p><u>Actions Needed</u></p> <ul style="list-style-type: none"> <li>Continue to review with teachers about documenting behavioral/academic interventions in Mojave.</li> <li>Clarification needed about AZ Safe reporting</li> </ul> <p><u>Best Practices</u></p> <p>Continue focus on school’s Core Values: Social Justice/In La’Kech (Kindness Program), PBIS Monthly Recognition certificates for students who use “rewards” for our “Kindness Rewards Store” Visibility of school’s Core Values and rules throughout the building and inside every classroom Continue Restorative Circles inside classrooms Counselor presentations of school’s Core Values and PBIS</p>		<p>Administrator and Teachers, Counselor</p>
<p>PBIS Review</p>	<p>Notes</p>	<p>Action Needed</p>	<p>Responsible</p>
<p>(What positive interventions have been used recently? What changes need to be made?)</p>	<p>Staff use of “In La’Kech coupons has increased.</p>	<p>Continue monthly recognition of students and continue the “Kindness</p>	<p>LSC, Counselor, Teachers</p>

		Rewards Store” as incentive	
<p><b>MTSS Behavior</b>                  (Assignment of new students to a case manager, review of students currently being managed)                  List Students Added to Log:                  [REDACTED]                  [REDACTED]                  [REDACTED]                  [REDACTED]</p>	<p>Request training for teacher and TA for student with identified “behavioral outburst” on IEP /504</p>	<p>Training completed</p> <p>Behavioral plans and/or contracts written</p>	<p>School Psychologist                  Teacher and Teacher Assistant</p>
<p><b>MTSS Academics</b>                  (Assignment of new students to a case manager, review of students currently being managed)                  List Students Added to Log:</p>	<p>5 students referred for academic review</p> <p>4 students to be evaluated for Ex. Ed. (2 carried over concerns from last year)</p>	<p>Evaluate students for Ex. Ed. services.</p> <p>Continue progress with current caseload.</p> <p>Start process with new referrals.</p>	<p>Psychologist</p> <p>Case managers/ Sra. Yvette Lanz                  LSC/Administrator/counselor</p>
<p>Other</p>	<p>Continue working with counselor on classroom sessions and support groups</p>	<p>Requested support from Counseling dept. and training offered to new counselor</p>	<p>Principal and Mr. Proctor</p>

General Summary of Meeting: \_Reviewed discipline data from first semester. Student with continued needs will be monitored for plan implementation and follow through and referrals to counselor. Continue monitoring and supporting teachers documenting interventions in Mojave.

PD To review reflects, on school Mission, Core Values, and In La’Kech program with PBIS structure.  
 Additional building signage/visibility needed

**MTSS Team Meeting Agenda**

Date: 10/14/14 Site: Bonillas Traditional Magnet School LSC: Dr. Phyllis Cowman  
 Persons present: Dr. Phyllis Cowman, Jennifer Ambrosio, Leticia Miranda-Garica, Lynnette Lehman, Angela Brown, Julie Anderson

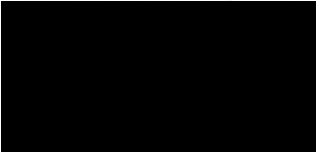


<b>Task</b>	<b>Notes</b>		
<b>Review of Discipline Data</b> (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	120 written referrals 1 <sup>st</sup> quarter. All incidents had actions for offenders and some for victims. Most were for the following: aggression, other violations of policies, disorderly conduct, disruptions, threats and defiance. Some aspects in Mojave do not work and some pages are outdated (cannot be used after 2009, etc.). There is no feature to break down by ethnicity or gender. 12 staff members made referrals. 15 made no referrals. At least 5 staff members are not on the Mojave menu. With a roll-out of schoolwide PBIS, the referrals might decrease. Another idea is to increase restorative circles on a rotating basis, with the LSC doing circles on Character Counts, bullying, etc. The intervention block does not show aggregated data; just student by student. MTSS referrals were more for discipline reasons than for academic reasons.		
<b>School-Wide Corrective Action</b>	<b>Action Needed</b>		<b>Person Responsible</b>
(What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	Review discipline procedures with staff. Clarification of what gets documented in incidents vs. interventions		Administrator
<b>PBIS Review</b>	<b>Notes</b>	<b>Action Needed</b>	<b>Responsible</b>
(What positive interventions have been used recently? What changes need to be made?)	Schoolwide PBIS rollout with posters, routines, role plays.  Need to know what positive intervention strategies are used schoolwide. Team discussed what is happening in some or all classes: Student of the Month based on Character Counts, Movie once a month for behavior per point system, Assertive discipline/table points, Treasure box for HW and behavior  Work on Kind Campus program	Routines that all classes go through with scripts, posters in halls, classrooms, all areas  Need to ascertain what is happening in all classes and to make signs and may use the matrix as a starting point	LSC
<b>MTSS Behavior</b>	No cases referred to the team have been closed. At the end of last year, 13 students showed improvement and were dismissed. No students have been evaluated for ex.ed. this year. Last year, 4 students were evaluated (all qualified) and 3 were recommended for R of D in Fall.		<b>MTSS Team</b>
(Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: (8/19-1/6) 20 students referred to intervention team. 1 left Bonillas after first meeting. 3 have had 3 follow-ups each. 7 have had 2 follow-ups each. 9 have not been seen yet.  Ex.ed. personnel attempted to have another team that included ex.ed. students and some who might need R of	Some students may need to go to R of D at first meeting without additional follow-ups.  Advocates need to touch base with referring teachers several times between follow-ups and make notes about how the action plan is working  With such a long wait list, we may want to consider using a day or		LSC

<p>D. District MTSS directors suggest weekly or every-other-week ex.ed. dept. meetings for ex.ed. students only (per IDEA). This is a Tier 3 function of MTSS but not part of the regular protocol. Notes given to MTSS chair but will possibly need to become an ex.ed. function only.</p>		<p>part of a day to expedite some referrals</p> <p>Restorative practices training recommended for all staff in PD</p> <p>.</p>	
<p><b>MTSS Academics</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: [REDACTED]</p>	<p>Although Bonillas has no reading interventionist, some intervention is provided by aides. Bonillas has no tutoring program for academic support at this time.</p> <p>Kindergarten intervention: DIBELS data – intensive and strategic: 30 min./day, 4x/week for intensive, 3x/week for strategic Core students 1x/week for enrichment</p>	<p>Consider how we might be able to fund a tutorial program.</p> <p>Train teachers for more differentiated instruction.</p> <p>Look at effectiveness of ex.ed. push-in support (caseload #, achievement of goals)</p>	<p>Psychologist</p> <p>Case managers/ LSC/Administrator</p>
<p>Other</p>			

General Summary of Meeting: Overall need for clarification regarding entering incidents into Mojave and school wide emphasis on PBIS. Plan to also review GSRR with students and staff at the start of 2<sup>nd</sup> semester. 1<sup>st</sup> GSRR presentation was held in early August.

**\*\*Following and ILA session on GSRR and discussion with director, it was clarified that incidents that are Level 1 or Level 2 fall into the intervention block with focus on prevention and being proactive, Level 3 and above will be entered into Incident Block\*\***



Task	Notes		
<b>Review of Discipline Data</b> (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	Discussed how to create discipline data. Looked at office referrals. Same students coming – primarily from 2 <sup>nd</sup> grade (has had multiple sub teachers); 4 <sup>th</sup> grade – Long Term Sub, 5 <sup>th</sup> Grade – long term sub, new teacher to be hired. For ethnicities, there is appropriate representation for our student population. Biggest discipline issues ties to anger issues, student tantrums.  For Improvement: Teachers need support to input Level 1 and Level 2 incidents in Mojave. LSC will followup with individual training, if needed. See corrective action below.		
<b>School-Wide Corrective Action</b>	Action Needed		Person Responsible
(What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?) Restorative Practices, PBIS	Playground support: Continue plan of additional adult support during lunchtime recess. Building relationships with students  Students will have consequences for not playing appropriately on basketball court. (Request teachers to go over rules during P.E.)  Monitors – speak to about discipline follow through  *** See attached notes for additional ideas.		.Principal, LSC, Counselor  Playground Monitors, Teachers  Principal
<b>PBIS Review</b>	Notes	Action Needed	Responsible
(What positive interventions have been used recently? What changes need to be made?)	Review School Rules Kind Kids' Slips Training for dealing with student outbursts/tantrums	Review 4 B's at Friday Assemblies.  Get posters, Kind Kid slips from Print Shop Remind Teachers/staff at P.D.  P.D. Training 12/10	Principal, LSC  LSC  LSC, Principal  Psychologist, LSC
<b>MTSS Behavior</b> (Assignment of new students to a case manager, review of students currently being managed)  List Students Added to Log: 		Continued Counselor Support, MTSS Behavior Plan & reviews, Regular Communication w/ Mom & Uncle  Referred to B.I.T.; Continue MTSS Behavior Plan, Daily check-ins (2x)  Will be tested, per Mom. Continued class support.  MTSS Behavior Support Plan – remove to office when he becomes a safety issue in class. Parent will take to doctor for evaluation. Restorative Practices for whole class.  Need to followup with MTSS Behavior Plan/interventions. Work w/ classroom teacher (sub)	Teacher, Counselor, Psychologist, LSC  Counselor, LSC  Psychologist, Teacher, Student Success Specialist  Teacher, Counselor, Parent, Psychologist, St. Success Spec.  LSC  LSC
<b>MTSS Academics</b> (Assignment of new students to a case manager, review of students currently being managed)  List Students Added to Log: 		2 students to be tested for Ex. Ed.  one student needs followup with MTSS Academic Plan  Needs Case Manager	Psychologist (per MTSS team mtg and review of data)  LSC  LSC will speak to MTSS team.
<b>Other</b>	Support for Friday Assemblies, with monthly Character Traits  Pictures for Kindness Luncheon	Assign 5 <sup>th</sup> grade classes to do presentation  Take monthly pictures	Saucedo and Quesada's students with LSC  One of staff present.
<b>General Summary of Meeting:</b>			

MTSS Team Meeting Agenda

Date: 11/14/2014 Site: Myers-Ganoung LSC: Ilsa Bednar

Persons present: Olga Gomez, principal, Ilsa Bednar, Kimberly Wilson, Counselor

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MTSS Discipline Team Meeting

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Other Ideas for Improvement for Discipline:

- 1) Support Groups for students with repeated discipline incidents, w/ Psychologist & Counselor
  - a. 2<sup>nd</sup> Grade Boys – [REDACTED]
  - b. 4<sup>th</sup>/5<sup>th</sup> Boys – [REDACTED]
  - c. Potential girls group (4<sup>th</sup>/5<sup>th</sup> grades)– put out request to teachers
  
2. Create Incentive Plan for 2<sup>nd</sup> Grade Classroom – with continued support from Counselor, Student Success Specialist – for behavior support. Instructional Curr. Person – continue to work w/ person to create lessons. Weekly Restorative Practices – Circles – with LSC.
  
3. Addendum to Behavior Plan for [REDACTED] – with tantrum/meltdown and safety issues, Counselor will remove and take to alternative activity. Student will be given a choice of what to do, academically.
  
4. Also, at upcoming P.D. training, give teachers a PBS handout for Level 1 & 2 Behaviors. Discuss various ways to handle in positive manner.

2<sup>nd</sup> Quarter Data

Myers/Ganoung Elementary

April 2015

### Exceptional Circumstances

#### Reason for excessive discipline incidents

- 4 long term substitute teachers
- 1 class had 7 substitute teachers
- No Psychologist until October so MTSS wasn't started

#### Action

- MTSS in place with teacher training and support.
- Tier 2 referrals for review and other interventions.
- Continued emphasis on Kind Kids monthly luncheons.
- Three students identified through MTSS process referred for ED placement.
- Hired regular teachers in 4 classes; with teacher support.
- Daily check-in with students.
- Parent teacher conferences.
- Met with La Frontera for partnership.
- Classroom support – Student Success Specialist with classroom Subs. in 1<sup>st</sup>, 2<sup>nd</sup> & 5<sup>th</sup> grades.
- New teacher support – principal.
- Curriculum specialist, Susan Allard worked with subs. & new teachers for support in curriculum and classroom management.
- Peer mediators trained and on playground.
- Daily playground support staff during lunch recess. Support staff consists of Principal, Counselor, Student Success Specialist and Learning Support Coordinator.

3<sup>rd</sup> Quarter Data has gone down

Counselor, Student Success Specialist and Principal assisting teachers with LSC, behavior interventions.

### MTSS Team Meeting Agenda

Date: 12/5/14Site: Mission ViewLSC: Liz HooverPersons present: Meg Cota, Yvette Leon

Task	Notes		
<b>Review of Discipline Data</b> (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	October and November data reviewed. Students in 4 <sup>th</sup> and 5 <sup>th</sup> grade have continued with gossip, conflict, rumors, - mostly of sexual nature (suggestive texts, girlfriend/boyfriend, homosexuality). This has continued to be addressed through individual conferences, circles, meetings, and parent communication. Most incidents minor or related to what began as unsafe play. Students in self-contained classroom are experiencing more incidents. We have several students in that classroom acting up; requiring restraint at times.		
<b>School-Wide Corrective Action</b> (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	Action Needed	Person Responsible	
	Continue with PBIS as before. Work with Ex. Ed. staff for more consistency in behavior management and identification of triggers. Revise coverage duties with monitors and support staff to ensure students are better supervised. Many of the incidents are occurring at lunch with unstructured play. Work with teachers in tightening up lunch buddy system and “choices” for lunch partners to minimize incidents.	LSC Administrator Teachers Monitors TA’s	
<b>PBIS Review</b> (What positive interventions have been used recently? What changes need to be made?)	Notes	Action Needed	Responsible
	Use of “Coyote Howls” for students as a reward will continue. Attendance Recognition per class.	None at this time	LSC Classroom teachers Administrator
<b>MTSS Behavior</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log to monitor:	No new students added, but need close follow up on [REDACTED] and previously retained 5 <sup>th</sup> grader. (Student Equity referral made in September no support given to date)	Monitor families and 5 <sup>th</sup> grader.	LSC Classroom Teacher Administrator
<b>MTSS Academics</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log:	New family – [REDACTED] from Sunnyside. All appear below grade level. Add to MTSS. Follow up with parent.	Begin documentation for [REDACTED]  Tier II & III interventions	Teachers LSC CF

<p>[REDACTED]</p>	<p>PLC's to continue focus on data analysis and planning for Tier II &amp; Tier III instruction.</p>	<p>Documentation of Tier II &amp; Tier III interventions in log LSC to track data CF to facilitate data analysis and planning for Tier II &amp; Tier III instruction/interventions</p>	
<p>Other</p>			

General Summary of Meeting: In general we have numerous families on the radar for repeat issues: [REDACTED] Monitor. Family support in these cases has been inconsistent. Offer supports as best we can here.

**MTSS Team Meeting Agenda**

Date: 12-17-2014 Site: Davis Bilingual Magnet Carmen Campuzano  
 Persons present: Yvette Lanz, Mercedes Vella, Julian Barcelo, Principal  
 Anel Castro-Green, Barbara Fallwell

<b>Task</b>	<b>Notes</b>
Review of Discipline Data (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	2 <sup>nd</sup> quarter discipline report- 0 suspensions 7 Students served lunch detention with the principal 2 Restorative meetings with groups of students 1 Restorative meetings involving parents 2 Referrals to counselor  Level 1 & 2 student infractions reported in Mojave by classroom teachers, principal, and counselor <u>2</u> 504 plans written and/or updated

<b>School-Wide Corrective Action</b>	<b>Person Responsible</b>	
(What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	<p style="text-align: center;"><u>Actions Needed</u></p> <ul style="list-style-type: none"> <li>• Continue to review with teachers about documenting behavioral/academic interventions in Mojave.</li> <li>• Clarification needed about AZ Safe reporting</li> </ul> <p style="text-align: center;"><u>Best Practices</u></p> Continue focus on school’s Core Values: Social Justice/In La’Kech (Kindness Program), PBIS Monthly Recognition certificates for students who use “rewards” for our “Kindness Rewards Store” Visibility of school’s Core Values and rules throughout the building and inside every classroom Continue Restorative Circles inside classrooms Counselor presentations of school’s Core Values and PBIS	Administrator and Teachers, Counselor

<b>PBIS Review</b>	<b>Notes</b>	<b>Action Needed</b>	<b>Responsible</b>
(What positive interventions have been used recently? What changes need to be made?)	Staff use of “In La’Kech coupons has continued to grow and the program is having positive impacts based on reduced referrals to the principal/counselor.	Strengthen Counselor presentations to display student work /“themes” in hallways.  Continue monthly recognition of students and continue the “Kindness Rewards Store” as incentive	LSC, Counselor, Teachers





<p><b>MTSS Behavior</b>                  (Assignment of new students to a case manager, review of students currently being managed)                  List Students Added to Log:                  [REDACTED]                  [REDACTED]                  [REDACTED]                  [REDACTED]</p>	<p>Continue monitoring “behavior plans”/ contracts and accommodations in classrooms</p>	<p>Follow through and implementation of all academic accommodations and behavioral plans for students</p>	<p>Principal  School Psychologist Teacher</p>
<p><b>MTSS Academics</b>                  (Assignment of new students to a case manager, review of students currently being managed)                  List Students Added to Log:</p>	<p>2 student to be evaluated for Ex. Ed.                  2 new referrals to MTSS.</p>	<p>Evaluate students for Ex. Ed. services.                  Continue progress with current caseload.                  Start process with new referrals.</p>	<p>Psychologist  Case managers/ LSC/Administrator</p>
<p>Other</p>	<p>Support logs for student contact with Counselor</p>		<p>Principal Counselor</p>

General Summary of Meeting: \_Reviewed discipline data from second quarter. Student with continued needs will be monitored for plan implementation and follow through and referrals to counselor. Continue monitoring and supporting teachers documenting interventions in Mojave.

Monitor for implementation of academic accommodations and behavioral plans for identified students.

**MTSS Team Meeting Agenda QUARTER TWO**Date: January 9, 2015Site: BortonLSC: Tanisha Tatum

Persons present: Denice Contreras, Tanisha Tatum, Leticia Gill, Candi Carrell, Ginger Snider

<b>Task</b>	<b>Notes</b>		
<b>Review of Discipline Data</b> (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	Two suspensions this quarter, both students had previous interventions by classroom teacher, LSC and principal. Both (one African American Student) students were brought to MTSS and are receiving services from an outside agency- La Frontera. Supports are in place for both students and follow up with case managers have occurred.  Most occurrences (eleven students) occurred in the classroom for defiance, disorderly conduct and aggression. All families were contacted and students conferenced with teacher, LSC and principal. Three out of the eleven students were referred to MTSS and four out of the eleven are receiving services from an outside agency- La Frontera.		
<b>School-Wide Corrective Action</b>	<b>Action Needed</b>		<b>Person Responsible</b>
(What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	Director asked for clarification on previous suspensions, clarification given, no changes at this time.		None needed.
<b>PBIS Review</b>	<b>Notes</b>	<b>Action Needed</b>	<b>Responsible</b>
(What positive interventions have been used recently? What changes need to be made?)	Have yet to discuss Borton Expectations with staff and students.  Formed a PBIS committee and met.	Need to review and revisit expectations with committee.  Need to share information with staff, students and families.	Principal, LSC, PBIS committee and teachers.
<b>MTSS Behavior</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: 	Families have been contacted regarding behaviors-interventions for students are listed in Mojave.	Continue to document interventions and implement behavioral plans.  Contact La Frontera to get additional supports/intervention strategies.  Revisit students for future MTSS meeting.	Classroom Teacher, LSC and School Psychologist
<b>MTSS Academics</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: 	Discussed classroom/academic interventions, student strengths, and challenges.  Reviewed attendance data (previous/current years).  Discussed behavioral concerns effecting academics.	Two students have been referred to psychologist for evaluation.  Will review and revisit students not referred for evaluation to check progress.	Classroom Teacher, LSC, family and School Psychologist
<b>Other</b>			

**General Summary of Meeting:** Reviewed academic and discipline data. Students are currently on classroom behavioral plans with support from principal, LSC, health assistant, PBL coordinator CF and La Frontera- proved to be helpful for teachers and students. Teachers are in need of support with behavioral concerns- need to review interventions as a staff to better support students, teachers and families (still needs to happen). Teachers are also in need of support for academic interventions- Met with Elementary Leadership and received resources to better support teachers.



### MTSS Team Meeting Agenda

Date: 01/12/15 Site: Robins K8 LSC: Ruth Nicol  
 Persons present: Ruth Nicol, Chandra Thomas, Angela Bell, Julie Ramirez, Christina Hunt

Task	Notes		
<b>Review of Discipline Data</b> (Trends present? Appropriate representation? GSRP clarifications? Ideas for improvement?)	2nd quarter discipline report- 2 suspensions; 1 of these students has had suspensions in previous quarter. He is in Ex Ed program and currently has Ex Ed BIT assistance. All students are middle school students.		
<b>School-Wide Corrective Action</b> (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	Action Needed	Person Responsible	
	Review discipline procedures with middle school staff. Continue to review with teachers about documenting interventions in Mojave.	Administrator	
<b>PBIS Review</b> (What positive interventions have been used recently? What changes need to be made?)	Notes	Action Needed	Responsible
	Staff use of PBIS coupons has declined.	Provide a PBIS reminder for staff.	LSC
<b>MTSS Behavior</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: [REDACTED]	Request the assistance of student services BIT for a student who has had many interventions.	Complete Student Services online request form.	LSC
<b>MTSS Academics</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: [REDACTED]	6 students to be evaluated for Ex. Ed. 5 students reviewed on 1/12/15. 9 new referrals to MTSS.	Evaluate students for Ex. Ed. services. Continue progress with current caseload. Start process with new referrals.	Psychologist Case managers/ LSC/Administrator
Other			

**General Summary of Meeting:** Reviewed discipline data from first semester. Student with multiple suspensions now receiving Ex. Ed. BIT assistance. Need to review discipline procedures with middle school staff. Also need to review with teachers about documenting interventions in Mojave. A reminder to staff regarding the PBIS program and coupons will also be done.



### MTSS Team Meeting Agenda

Date: 1/13/15 Site: Mary Belle McCorkle LSC: Sonia Arvayo  
 Persons present: Sonia Arvayo, Alex Campbell, Azucena Bravo, Nikki Miller, Stephanie Soza, Marissa Gallegos, Elina Vasquez, Deanna Campos

Task	Notes		
Review of Discipline Data	During the 2 <sup>nd</sup> QTR from October 13, 2014-December 18, 2014 we had a total of 8 in school suspensions and 15 out of school suspension. All students participated in Restorative practices/conferences and daily monitoring of behavior for 3-5 days upon their return to school. Incident #106 involved a total of 13 students which affected our data.		
School-Wide Corrective Action	Action Needed		Person Responsible
	<b>Increase supervision during targeted areas and hours such as during transitions, before and after school, at lunch time.</b>		Administrators, teachers and staff
PBIS Review	Notes	Action Needed	Responsible
(PBIS stations during the first week of school after the winter break)	<b>All students participated in PBIS training during the week of January 5<sup>th</sup>.</b>	Distribute new and updated posters of Matrix and voice levels	Sonia Arvayo
<b>MTSS Behavior</b> (Follow up meeting for 3 6 <sup>th</sup> graders in Ms. Vasquez class) List Students Added to Log: _____ _____	_____ Student continues with the same disruptive behavior in class. Continues to talk loudly, gets up and walks around in the classroom. He met 1 out of 2 goals. Built-in breaks have been assigned 3 times a day. Student will participate in 10 min. breaks with PE coach and do physical activities to help with his energy. This plan will help student stay on task for 80% of an hour.	_____ Student is making steady progress in Math. She is currently attending tutoring 2x/wk and Success Maker 5x/week for 30 minutes. She gain 6% in her math ATI. LSC will administer a Math Diagnostic test (ATI) to target the gaps for the students. Continue with interventions and provide differentiated instruction by teacher or team member.	_____ Student's attendance has improved. Teacher is in contact with parent on a daily basis via email and text. Student has been placed on an attendance intervention plan with incentives. Student will check in with LSC every Friday to review attendance.
<b>MTSS Academics</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: _____ _____	MTSS team met on 1/6/15 with mom and La Frontera. Mom is very concerned with son's progress, however his teachers shared that he is making sufficient progress. School counselor is assigned as his case manager and we have started the MTSS process. We will meet in 3 weeks to review goals.	12/16/14 –MTSS met with social worker, teacher, and case manager to review progress. Student has made very little progress. Teacher agrees to fill out MTSS forms to begin the process. Teacher has since resigned so child be closely monitored by LSC and Curriculum facilitator. LSC is case manager.	


#### General Summary of Meeting:

MTSS is meeting weekly on Tuesdays from 8:15 -9:00 am. The team is very dedicated and reliable. We have resources such as the RTI handbook, PBISWorld.com, and other great materials in our tool box. Five students have been referred for Child Study and are in the process for evaluation from last semester. We are supporting teachers in the classroom with trainings, strategies and interventions.



## MTSS Team Meeting Agenda

Date: 01/13/15 Site: C.E. Rose LSC: Paul Thompson  
 Persons present: Kim Daniel, Mai Ly, John Arroyo, Erika Hernandez

Task	Notes		
Review of Discipline Data (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	1 <sup>st</sup> quarter discipline notes: No out-of-school suspensions K-8 <sup>th</sup> grade. No in-school suspension in grades 1 – 5. Seven Latino male 6 <sup>th</sup> grade students received detention and three Latino male 8 <sup>th</sup> grade students received detention. Ten 6 <sup>th</sup> grade, one 7 <sup>th</sup> grade and four 8 <sup>th</sup> grade Latino male students received In School Suspension. The ISS rate was 66.6%, 6.6% and 26.6% respectively compared to an enrollment in the same population of 50.7%, 45.8% and 57.9%. We had a very high rate of ISS for the 6 <sup>th</sup> grade Latino boys.		
School-Wide Corrective Action (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	Action Needed	Person Responsible	
	Review discipline procedures with middle school staff and review the GSRR with students. Encourage strong teacher mentor relationships with the 6 <sup>th</sup> grade male students.	Administrator/ classroom teachers	
PBIS Review (What positive interventions have been used recently? What changes need to be made?)	Notes	Action Needed	Responsible
	Ongoing celebration of classes with the highest number of Leader in Me cards (PBIS reinforcement)	Hand out new cards to teachers	Administrator
MTSS Behavior (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: none	No behavior referrals were made at this meeting	N/A	
MTSS Academics (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: 	1 student to be evaluated for Ex. Ed. 1 students reviewed on 1/13/15. Student is making progress in Tier 1 and no longer needs MTSS documentation. Case manager assigned to students scheduled for January and February meetings	Evaluate students for Ex. Ed. services. Continue progress with current caseload. Start process with new referrals.	Psychologist  Case managers/ LSC/Administrator
Other			

## General Summary of Meeting:

Reviewed discipline data from first semester. A group of students who were given ISS in 6<sup>th</sup> grade 1<sup>st</sup> quarter were displaying aggression and fighting. Conflicts from the previous school year were an issue. Fighting and arguing at school occurred during the first month of school (August). Restorative conferences and mentoring have improved the overall student interactions in the Middle School population. Behavior referrals for this group of boys has dropped significantly.



**MTSS Team Meeting Agenda**

Date: 1/26/2015

Site: Tolson

LSC: Eileen Gow

Persons present: Eileen Gow, Melanie Leikem, Robert Canchola, Adriana Pena-Mendoza

Task	Notes		
<p><b>Review of Discipline Data</b> (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)</p>	<p>Review Q2 Discipline Data: What are the criteria for reporting on AZ Safe? Remind teachers about using the PBIS discipline referral form. Talk with the monitors to using discipline referral forms.</p> <p>Review Q2 Attendance Data: Create cross reference to student attendance and how students are performing academically. Talk to attendance clerk about making home visits and watch the hot spot kids. Attendance trophy and put the chart on the wall, talk to attendance clerk for support. Reward classrooms that 90% perfect attendance for the month.</p>		
<p><b>School-Wide Corrective Action</b></p>	<p style="text-align: center;"><b>Action Needed</b></p>		<p style="text-align: center;"><b>Person Responsible</b></p>
<p>(What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)</p>	<p>We need consistence use of referral material. We did not get the PBIS presentation in place for whole-school for Semester 1. Over the second half of the year we will put together a school wide presentation for next year. PE teacher/classroom expectations (organized PE activities) need to be created to reduce student injuries.</p> <p>NEXT STEP: Friday before school (none payroll Friday)</p>		<p>LSC and MTSS team</p>
<p style="text-align: center;"><b>PBIS Review</b></p>	<p style="text-align: center;"><b>Notes</b></p>	<p style="text-align: center;"><b>Action Needed</b></p>	<p style="text-align: center;"><b>Responsible</b></p>
<p>(What positive interventions have been used recently? What changes need to be made?)</p>	<p>Tolson Bucks are working. What are the barrier teachers using to Tolson Tributes? Need teachers to write 2 Tolson Tributes a week. Talk to teachers about Class Dojo.</p>	<p>Talk to teachers about how we can improve.</p>	<p>LSC</p>
<p><b>MTSS Behavior</b> (Assignment of new students to a case manager, review of students currently being managed)</p> <p>List Students Added to Log:</p> <p>■ [REDACTED] ■ [REDACTED] ■ [REDACTED]</p>	<p>1) Having difficulties the past few weeks because of the series of subs in the classroom. Behavior went backwards over the past few weeks. Trying to have him help read in the Kinder classroom as reward for good behavior.</p> <p>2) Was doing well right after break and we stopped using daily behavior plan. Past week. His behavior has escalated. We needed to put him back on daily behavior plan.</p> <p>3) Was doing well right after break. He was getting close to getting off daily behavior plan. Past 2 weeks he started challenging the teacher again, lots of changes happening at home.</p>		
<p><b>MTSS Academics</b> (Assignment of new students to a case manager, review of students currently being managed)</p> <p>List Students Added to Log:</p> <p><u>K – Mr. Yrigolla:</u> Tier 1: [REDACTED] [REDACTED]</p> <p>Tier 1: [REDACTED] [REDACTED]</p> <p><u>1<sup>st</sup> - Ms. Kuebrich:</u> Tier 1: [REDACTED] [REDACTED]</p> <p><u>1<sup>st</sup> - Ms. Rumsley:</u> Tier 3: [REDACTED]</p> <p><u>2<sup>nd</sup> – Menke:</u> Tier 1: [REDACTED] Tier 2: [REDACTED] [REDACTED]</p> <p><u>2<sup>nd</sup>- Salas:</u> Tier 1: [REDACTED] Tier 2: [REDACTED]</p>	<p><u>K – Ms. Leikem (NEW)</u> Tier 1: [REDACTED] [REDACTED]</p> <p><u>1<sup>st</sup> - Ms. Rumsley:</u> Tier 3: [REDACTED] [REDACTED]</p> <p><u>2<sup>nd</sup> Menke:</u> Tier 1: [REDACTED] Tier 2: [REDACTED] [REDACTED]</p> <p><u>2<sup>nd</sup>- Salas:</u> Tier 1: [REDACTED] Tier 2: [REDACTED]</p> <p>At benchmark ATI reading (monitor): [REDACTED] [REDACTED] [REDACTED]</p> <p><u>3<sup>rd</sup> - Ms. Linden:</u> Tier 1: [REDACTED] [REDACTED]</p> <p>Tier 2: [REDACTED]</p>		

<p>Tier 2: [REDACTED]</p> <p>3<sup>rd</sup> - Ms. Linden:</p> <p>Tier 1: [REDACTED]</p> <p>Tier 2: [REDACTED]</p> <p>3<sup>rd</sup> - Ms. Renfrow:</p> <p>Tier 3: [REDACTED]</p> <p>2/3 Ms. Moreno:</p> <p>Tier 2: [REDACTED]</p> <p>4<sup>th</sup> - Badilla:</p> <p>Tier 1: [REDACTED]</p> <p>4<sup>th</sup> - Crawley:</p> <p>Tier 2: [REDACTED]</p> <p>4<sup>th</sup> - Gutierrez:</p> <p>Tier 1: [REDACTED]</p> <p>5<sup>th</sup> - Canchola: [REDACTED]</p> <p>5<sup>th</sup> - Teixeira:</p> <p>Tier 2: [REDACTED]</p>	<p>At benchmark ATI Reading (monitor): [REDACTED]</p> <p>3<sup>rd</sup> - Ms. Renfrow:</p> <p>Tier 3: [REDACTED]</p> <p>At benchmark ATI Reading (monitor): [REDACTED]</p> <p>2/3 Ms. Moreno:</p> <p>Tier 2: [REDACTED]</p> <p>4<sup>th</sup> - Crawley:</p> <p>Tier 2: [REDACTED]</p> <p>4<sup>th</sup> - Gutierrez:</p> <p>At benchmark ATI Reading (monitor): [REDACTED]</p> <p>5<sup>th</sup> - Teixeira:</p> <p>Tier 2: [REDACTED]</p> <p>At benchmark ATI Reading (monitor): [REDACTED]</p>		
<p>Other</p>			

General Summary of Meeting: When looking at the Q2 Attendance and Discipline data we find that there are wholes in gathering our discipline data. We feel that the AZ Safe report does not give us a complete picture of what is happening at our school. Although, we have started implementing PBIS we don't feel it is working as well as it could. We would like to use part of our next PD and come together as a school to regroup & reassess where we are at and what we need to do next as a school to make PBIS more successful. We need to make a school-wide presentation to bring more consistency to our PBIS program. We decided the MTSS team will meet one additional day a month to work on our presentation, so we have a better implementation kick off next school year.

The LSC will start working with the school attendance work to find ways reduce the number of tardy/absent students at school.

### MTSS Team Meeting Agenda

Date: 1/27/15Site: LineweaverLSC: Speight-Clark

Persons present: Swansen, Hudson, Bertoglio, Pine, and McCorkle

Task	Notes		
<b>Review of Discipline Data</b> (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	<p>Second Quarter Discipline Report – 20 school wide incidents reported in Mojave            50% - 10 - White, 35% - 7 - Hispanic, 15% - 3 - African-American            Overall – Four out of school suspensions and three in school suspensions.</p> <p>It appears our African-American population is being over represented however two of the incidents were by the same student who is enrolled in the Intermediate Ex. Ed. Self-Contained ED class and the other student is in the Primary Ex. Ed. Self-Contained ED class. None of these involved out of school suspensions but IEP Team meetings and one in school action restorative in nature.</p> <p>Third Quarter at this time – Currently one student given out of school suspension for 2 days. He is an Ex. Ed. ED student in self-contained Intermediate classroom.</p> <p>Still working through 5<sup>th</sup> grade boys developing into a “collaborative community” amongst themselves. Principal, principal designee and counselor spending more time at lunch recess with this group.</p> <p>5<sup>th</sup> graders are developing their “community” as GATE and regular ed. students in 3 classes interacting through square dancing class and band classes together.</p>		
<b>School-Wide Corrective Action</b>	Action Needed		Person Responsible
(What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	Post bathroom expectations on restroom doors.		Principal
<b>PBIS Review</b>	Notes	Action Needed	Responsible
(What positive interventions have been used recently? What changes need to be made?)	<p>Mrs. McCorkle visited each classroom last week and spent a few minutes reviewing Students’ Rights and Responsibilities.</p> <p>Continue to encourage teachers to give out Lineweaver Roars for positive behavior.</p>	<p>None-visits have already been made.</p> <p>Announcement at Staff Meeting</p>	<p>School principal has already made visits.</p> <p>Principal</p>
<b>MTSS Behavior</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: _____ _____ _____ _____	None		
<b>MTSS Academics</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: _____	None		

Other:	1 5 <sup>th</sup> grader [REDACTED] has been evaluated and is now in SPED program as of 12/19/14. 3 other 5 <sup>th</sup> graders [REDACTED] will be evaluated in Jan/Feb 2015.	Formal evaluations	School psychologist

General Summary of Meeting: Reviewed discipline data from second quarter and the beginning of third quarter. Need to remind teachers to give Lineweaver Roars out frequently. Principal, counselor and designee will continue to be present at lunch recesses especially fifth grade.

### MTSS Team Meeting Agenda

Date: January 30, 2015

Site: Pueblo Gardens PreK-8 School


LSC: Nina Hickman

Persons present:

Kristina Rodriguez, Seth Aleshire, Nina Hickman

Task	Notes		
Review of Discipline Data (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	<b>GSRR:</b> Review lesson given to 6 <sup>th</sup> graders in PE due to repeated violations involving the same students. Students were given a reflection sheet so that they can clarify the meaning of action levels and violations.		
School-Wide Corrective Action	Action Needed	Person Responsible	
(What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	Discussed the issue of reportedly high African American discipline for 1 <sup>st</sup> quarter. Upon review of discipline data it was found that this was a single suspension of a kinder for bringing a toy gun and telling kids she had a gun. Student was suspended but put on an abeyance contract.	<b>LSC – N.Hickman</b> <b>Principal-Seth Aleshire</b>	
PBIS Review	Notes	Action Needed	Responsible
(What positive interventions have been used recently? What changes need to be made?)	<p style="text-align: center;"><b>Time Line</b></p> <p>Accomplishments</p> <ul style="list-style-type: none"> <li>• Student of the Month was on January 30th</li> <li>• Kindness Mural – tile making workshop</li> <li>• Computer Lab has expectation poster</li> <li>• GSRR presentation to 6<sup>th</sup> graders</li> <li>• Cafeteria Procedures</li> </ul> <p>Adjustments</p> <ul style="list-style-type: none"> <li>• New monitor was hired and may need training in restorative practices</li> </ul> <p>Goals</p> <ul style="list-style-type: none"> <li>• Finish Discipline Matrix and Expectation Posters</li> <li>• Follow-up with cafeteria procedures</li> </ul>	<b>Expectation Posters still needed in other areas of school</b>	<b>LSC/Counselor</b>
<b>MTSS Behavior</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log ■■■■■	<b>In process</b>	<b>MTSS meetings will be on the last Tuesday of every month at 8:00</b>	<b>Ex. Ed. Staff</b> <b>LSC</b> <b>Principal</b>
<b>MTSS Academics</b> List Students Added to Log: ■■■■■	<b>In Process</b>	<b>Meetings are scheduled</b>	<b>LSC</b>



			
Other			

General Summary of Meeting: \_\_\_\_\_  
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\_\_\_\_\_

### MTSS Team Meeting Agenda

Date: report for Q2 Site: Cragin LSC: Jan Milligan  
 Persons present: Leadership team consisted of Lina Amezcua (SPED teacher), Don Hurst (office manager), Alexander Rodriguez (magnet coordinator), Nate Edwards (principal), Kyle Brody (dance teacher), Jan Milligan (LSC), Michele Harbour (primary teacher), Elaine Buckner (student equity), Jennifer Titley-Rubio (social worker), Kay Thill (intermediate teacher)

Task	Notes		
<b>Review of Discipline Data</b> (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	<p>Please note that the leadership team meets once a month to ensure that trends are dealt with quickly and those notes are available if the reader would like more specifics. They afford much more detail than this report. Monthly, we examine the incident report to see what extra services the student is already getting and decide if more needs to be put into place. We are lucky to have an employee from Student Equity who is full time at Cragin. She attends every meeting. We placed some of the students in quarter 2 on the list for her to mentor. Some other students were placed in various groups that the social worker runs. Our social worker also has contacted some of the parents on our list to refer them to outside services. Our SPED teacher gives us good intervention ideas for academic issues which at times affect behavior. We also discussed how the students responded to restorative practices conferences run by the LSC or the principal. We looked at helping teachers when we felt the PBIS procedures were not running smoothly due to teacher inexperience. We ask teachers to place students in the MTSS process if we feel more intensive interventions are needed.</p> <p>Most students on the list have made progress since the beginning of the year. With all of our students we are using refocus procedures and rewards for good behavior. We are doing multiple restorative practices conferences with all of the students on our incident report. Most are responding well. We also have after school detention and lunch detentions as steps before suspensions.</p> <p>Parent GSRR presentation was made Friday, December 12<sup>th</sup>.</p>		
<b>School-Wide Corrective Action</b> (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	Action Needed	Person Responsible	
	Calls to most extreme cases of unexcused absences.  Do more restorative conferences and circles in newer teacher's classrooms.	LSC & attendance clerk  LSC	
<b>PBIS Review</b> (What positive interventions have been used recently? What changes need to be made?)	Notes	Action Needed	Responsible
	We discussed giving students a chance to win the monthly PBIS drawings while limiting those who have won multiple times. We decided each teacher will decide what is best for their own class. We will begin to have students perform at each assembly. We also decided teachers need to do more positive recognitions within the classrooms.  We have two volunteers so the store is now open weekly.  We talked about the morning assemblies. They are not holding student attention.	Email teachers about these changes.  We need to get gift cards for our volunteers.  2 <sup>nd</sup> semester we will switch to once a week. We will put classroom teachers in charge on a rotating basis.	LSC  LSC  Principal

<p><b>MTSS Behavior (example)</b>                  (Assignment of new students to a case manager, review of students currently being managed)                  List Students Added to Log:                  _____                  _____                  _____</p>	<p>_____ now has a new teacher, but we still believe _____ should be evaluated. The school psychologist has started the process.                  _____ will be moving to a new district.</p>	<p><b>Evaluation.</b></p>	<p><b>School psychologist and principal.</b></p>
<p><b>MTSS Academics (example)</b>                  (Assignment of new students to a case manager, review of students currently being managed)                  List Students Added to Log:                  ____no new students added_____                  _____                  _____                  _____</p>	<p>No new students                  _____ (3<sup>rd</sup> gr)is getting tutoring. Now tier 3 with M.P.                  _____ (3<sup>rd</sup> gr) getting many interventions with M.P.                  _____ (2<sup>nd</sup> gr) getting many interventions. Parent request for testing.                  _____ 2<sup>nd</sup> gr) tier 3 M.P.                  _____ (2<sup>nd</sup> gr) tier 3 M.P.                  _____ (2<sup>nd</sup> gr) tier 3 M.P.                  _____ (2<sup>nd</sup> gr) getting tutoring and interventions; Doing better.                  _____ (2<sup>nd</sup> gr) tier 3; MP                  _____ (2<sup>nd</sup> gr) tier 3: MP                  _____ (2<sup>nd</sup> gr) tier 3: MP                  _____ (2<sup>nd</sup> gr) tier 3: MP                  _____ (2<sup>nd</sup> gr) tier 3: MP</p>	<p>Evaluation of data meeting.                  Evaluation of data meeting.                  Evaluation of data meeting.                  Evaluation of data meeting.                  Evaluation of data meeting.                  Evaluation of data meeting.                  Evaluation of data meeting.                  Continue tutoring.                  SPED teacher will advise classroom teacher                  SPED teacher will advise classroom teacher                  SPED teacher will advise classroom teacher</p>	<p>School psychologist                  SPED teacher will also work with these to evaluate and give teachers new ideas.</p>
<p>Other</p>			

General Summary of Meeting: \_\_\_\_ We are happy with the way MTSS meetings during our leadership meetings help us address concerns quickly and try new interventions with students when needed. Restorative Practices and PBIS are both used effectually school-wide.

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**MTSS Team Meeting Agenda**

Date: \_\_\_ Site: Holladay Elementary LSC: Position vacant throughout 1<sup>st</sup> & 2<sup>nd</sup> Qtrs.

Persons present: Larry Haynes, Jenna Gardner, Azucena Bravo, Betts Putnam-Hidalgo, Sharon Ogle, Ann Felix

Task	Notes																																																			
<p><b>Review of Discipline Data</b> (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)</p>	<p><b>1<sup>st</sup> quarter discipline report:</b> Violations of (GSRR) of the level calling for short-term in school actions. Three of forty-one African American students (7%) issued in or out-of-school consequences.</p> <table border="1" data-bbox="565 409 1518 850"> <thead> <tr> <th>Name</th> <th>Ethnicity</th> <th>Violation</th> <th>Consequence</th> </tr> </thead> <tbody> <tr> <td>██████████</td> <td>Hisp.</td> <td>(1)Threat/Intimidation</td> <td>ISS (3 days)</td> </tr> <tr> <td>██████████</td> <td>AA</td> <td>(1) Verbal Provocation</td> <td>Parent Notification</td> </tr> <tr> <td>██████████</td> <td>AA</td> <td>(1) Other Aggression</td> <td>Parent Notification</td> </tr> <tr> <td>██████████</td> <td>AA</td> <td>(1) Defiance (2) Disorderly Conduct</td> <td>Other Action (BCR) Parent Notification</td> </tr> <tr> <td>██████████</td> <td>AA</td> <td>(1) Defiance (2) Endangerment (3) Threat and Intimidation</td> <td>Other Action (BCR) Parent Notification ISS (3 days)</td> </tr> <tr> <td>██████████</td> <td>Hisp.</td> <td>(1) Endangerment</td> <td>ISS (3 days)</td> </tr> <tr> <td>██████████</td> <td>AA</td> <td>(1) Dangerous item other</td> <td>ISS (3 days)</td> </tr> <tr> <td>██████████</td> <td>AA</td> <td>(1) Other Aggression</td> <td>ISS (3 days)</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><b>2<sup>nd</sup> quarter discipline report:</b> Violations of (GSRR) of the level calling for short-term in school actions. One of forty-one African American students (2%) issued in or out-of-school consequences. A 5% reduction of in or out-of-school consequences for African American students for the second quarter.</p> <table border="1" data-bbox="565 976 1518 1060"> <thead> <tr> <th>Name</th> <th>Ethnicity</th> <th>Violation</th> <th>Consequence</th> </tr> </thead> <tbody> <tr> <td>██████████</td> <td>AA</td> <td>(1) Assault</td> <td>OSS (3 days)</td> </tr> </tbody> </table> <p>- 1 suspensions:</p> <ul style="list-style-type: none"> <li>• ██████████ family now receives in-school and out-of-school counseling services via La Frontera</li> <li>• In-class incentive program paying positive dividends for student</li> <li>• Distribution frequency of PBIS coupons on the increase for student</li> <li>• Assigned mentor (Reading Seed)</li> <li>• Reduction of inappropriate choices.</li> </ul>				Name	Ethnicity	Violation	Consequence	██████████	Hisp.	(1)Threat/Intimidation	ISS (3 days)	██████████	AA	(1) Verbal Provocation	Parent Notification	██████████	AA	(1) Other Aggression	Parent Notification	██████████	AA	(1) Defiance (2) Disorderly Conduct	Other Action (BCR) Parent Notification	██████████	AA	(1) Defiance (2) Endangerment (3) Threat and Intimidation	Other Action (BCR) Parent Notification ISS (3 days)	██████████	Hisp.	(1) Endangerment	ISS (3 days)	██████████	AA	(1) Dangerous item other	ISS (3 days)	██████████	AA	(1) Other Aggression	ISS (3 days)					Name	Ethnicity	Violation	Consequence	██████████	AA	(1) Assault	OSS (3 days)
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<p><b>School-Wide Corrective Action</b> (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)</p>	<p style="text-align: center;"><b>Action Needed</b></p> <p>Schedule weekly debrief sessions with playground monitors, LSC, Family Liaison, and counselor.</p> <p>More modeling of how to handle situations that have lead to aggressive acts.</p> <p>Revisit/refine classroom rules and procedures to best manage challenging situations.</p> <p>Monitors pro-active approach to defuse potentially volatile situations (rough aggressive play on the ground.</p> <p>Maintain contact with the home and document incidents and contacts in Mohave</p>		<p style="text-align: center;"><b>Person Responsible</b></p> <p style="text-align: center;">Administrator LSC Counselor Family Liaison</p>																																																	
<p><b>PBIS Review</b> (What positive interventions have been used recently? What changes need to be made?)</p>	<p style="text-align: center;"><b>Notes</b></p> <p>Increase Staff and Faculty use of Red Hawk Bucks.</p> <p>Community time plays, skits, songs depicting desired social/academic norms both in and out side of the classroom</p> <p>Coupon incentive less effective for</p>	<p style="text-align: center;"><b>Action Needed</b></p> <p>Review PBIS expectations per quarter.</p> <p>Weekly classroom character lessons and presentations</p> <p>Recognition opportunity per class and school-wide.</p>	<p style="text-align: center;"><b>Responsible</b></p> <p>LSC Counselor Faculty/Staff Monitors</p>																																																	

	<p>immediate grades.</p> <p>Continue to acknowledge winners during community time.</p> <p>Continue photographing, celebrating and displaying pics. of Ben's Bell recipients</p>	<p>Align incentive program to intermediate grade interest.</p>	
<p><b>MTSS Behavior</b></p> <p>(Assignment of new students to a case manager, review of students currently being managed)</p> <p>List Students Added to Log:</p> <p>[REDACTED]</p>	<p>Community counseling services underway.</p> <p>For [REDACTED] Request the assistance of student services BIT</p>	<p>Request for student services completed.</p> <p>On-going: Review/revise student support plans (academic &amp; behavioral)</p>	<p>Case manager LSC Community Liaison Counselor Psychologist Administrator</p>
<p><b>MTSS Academics</b></p> <p>(Assignment of new students to a case manager, review of students currently being managed)</p> <p>List Students Added to Log:</p> <p>[REDACTED]</p>	<p>MTSS actions to date</p> <p>Tier II support via Successmaker/Waterford</p> <p>Align with tier III academic support services.</p>	<p>Evaluate students for Ex. Ed. services.</p> <p>APTT Targeted families</p> <p>Continue progress with current caseload.</p> <p>Start process with new referrals.</p>	<p>Psychologist Teachers Case managers/ LSC/Administrator</p>
<p>Other</p>			
<p>General Summary of Meeting: Throughout semester one MTSS operated without the services of an LSC or counselor. Presently, both positions are functional and our efforts to this point are improved and effective.</p>			



### MTSS Team Meeting Agenda

Date: 2/10/15 Site: Bonillas Traditional Magnet School LSC: Phyllis A. Cowman, Ph.D.  
 Persons present: Lynn Curtis, Angela Brown, Phyllis Cowman, Jennifer Ambrosio, Noemi Carlos-Armstrong, Leticia Miranda-Garcia

Task	Notes		
<b>Review of Discipline Data</b> (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	In reviewing data regarding ethnicities, we noticed a disproportionate number of AA students being referrals. These referrals have been all predominately from 1 student, [REDACTED] in 1 <sup>st</sup> grade.  A large number of incidents in 2 <sup>nd</sup> quarter were categorized as Aggression and other violations of school policies.		
<b>School-Wide Corrective Action</b> (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	Action Needed	Person Responsible	
	Currently AA student, [REDACTED] is being evaluated by psychologist, and parent is notified daily of [REDACTED] behavior. In addition, support from AASS has been requested and LSC, Parent, and Principal met with Mr. Hart to discuss this student and ways to support him at school.  Schoolwide review of GSRR with students, staff, and parents took place in January. We also reviewed PBIS and continue to emphasize character counts language.  More work with teachers on interventions and how to address these behaviors is needed.	Psychologist Principal Teachers LSC Social Worker	
<b>PBIS Review</b> (What positive interventions have been used recently? What changes need to be made?)	Notes	Action Needed	Responsible
	Schoolwide review of GSRR with students, staff, and parents took place in January. We also reviewed PBIS and continue to emphasize character counts language.	Next step of adding positive recognitions/incentives for correct behavior needs to be established	Principal Teachers LSC
<b>MTSS Behavior</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: [REDACTED]	7 new referrals total: 5 Hispanic (71%), 1 White (14%), 1 Mixed (14%). 3 in grade 2, 2 in Kdg., 2 in grade 4. All males.	Total Hispanic students at Bonillas = 74.3%, White = 14.8%, and Mixed = 2.3%. Hispanic and White referrals are representative of the population. Mixed race students were overidentified but there was only one mixed race referral so this is not significant. However, all behavior referrals were males, so males are overidentified for behavior referrals.	Faculty needs to examine why so many more boys are referred for behavior reasons and to implement some interventions when the cause is determined.

<p><b>MTSS Academics</b>                  (Assignment of new students to a case manager, review of students currently being managed)                  List Students Added to Log:                  [REDACTED]</p>	<p>7 new referrals total: 7 Hispanic (100%), 3 in grade 3, 4 in grade 4. 4 females and 3 males.</p>	<p>Hispanic students are over identified for academic reasons. No other ethnicity was referred for academics during this period. All girls referred were for academics and not behavior.</p>	<p>Faculty needs to examine why so many more Hispanic students are referred for academic reasons and to consider cultural responsivity reasons.</p>
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General Summary of Meeting: PBIS interventions are increasing and more visible. Demographics of referrals need to be examined as stated above. Teachers need training on the referral process and interventions at the Tier 1 level.

\*Social Worker and Family Liaison meet regularly with students that need extra support with behaviors and are in contact with parents on a regular basis.

\*LSC conducts restorative circles with a few classes regularly, and has a group of students that she meets with each week that have a high number of incidents, and does restorative practices with them.

### MTSS Team Meeting Agenda

Date: 2/10/15Site: HughesLSC: Evan WorthingtonPersons present: Evan Worthington, Janet Jordan, Anita Wong, Molly Harris, Jane Gariepy

Task	Notes		
<b>Review of Discipline Data</b> (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	We dis-aggregated the school's discipline data for the 1st semester. 2 <sup>nd</sup> grade had the most incidents of any grade – maybe do PBIS refresher lessons with each 2 <sup>nd</sup> grade class? In 9 of 17 incidents students were given detention; team suggested doing more restorative conferences. The total percentage of African American students at Hughes = 3.3%. We had one African American student involved in a discipline incident. The total percentage of Hispanic students at Hughes = 42.9% and we had 8 Hispanic students (61.5%) involved in discipline incidents. The team looked at number of Hispanic students per class and per grade level. All students with discipline referrals had prior interventions noted in Mojave.		
<b>School-Wide Corrective Action</b> (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	Action Needed	Person Responsible	
	1) More restorative conferences (see above) 2) More Think Time prior to office referral 3) Counselor will create a small group to address focus issues 4) Address with teachers the number of Hispanic students who received referrals compared to White students. Teachers will increase the number of Restorative Conferences. 5) Continue to review with teachers about documenting interventions in Mojave – do at staff development again	1) LSC/ principal 2) Classroom teachers 3) Counselor will form new groups to address specific needs	
<b>PBIS Review</b> (What positive interventions have been used recently? What changes need to be made?)	Notes	Action Needed	Responsible
	Staff have asked for focus area of the week (library, etc.) as way to target problem areas Work on having all adults in the building use PBIS stickers to recognize good behavior Acknowledge students who demonstrate leadership skills at CREW once a month	LSC will post and communicate to all staff the target area for each week.	LSC
<b>MTSS Behavior</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: _____ _____ _____ _____	MTSS meetings are being held each Thursday afternoon from 3:00-4:00 p.m. Suggestions and feedback from the team are being implemented in classrooms.	Continued training on MTSS with staff	LSC/principal MTSS team
<b>MTSS Academics</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log:	MTSS meetings are being held each Thursday afternoon from 3:00-4:00 p.m. Suggestions and feedback from the team are	Continued training on MTSS with staff	LSC/principal MTSS team



<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>being implemented in classrooms.</p>		
<p>Other</p>			

General Summary of Meeting: We looked at discipline data from the 1<sup>st</sup> quarter. Although we had a higher percentage of African-Americans with discipline referrals than the percentage of African-Americans at our school, it was only 1 African-American student who had a discipline referral. We noted that this student does have prior interventions in Mojave, and has worked with our school counselor. We did have a slightly higher percentage of Hispanic students with discipline referrals than the percentage of Hispanic students at our school. We looked at these students individually and noted that all of them had prior interventions, and many of them have worked with our school counselor. We will also spend time at PD training and encouraging teachers to do more restorative circles and restorative conferences in class. We feel that the PBIS program and restorative practices at Hughes are effectively preventing many discipline incidents, and we will continue to bolster these programs.

### MTSS Team Meeting Agenda

Date: 02/12/15 Site: Manzo LSC: Pat Ojeda  
 Persons present: Mark Alvarez, Aide Silva, Jeffrey Proctor, Pat Ojeda

Task	Notes		
<b>Review of Discipline Data</b> (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	<p><u>1<sup>st</sup> quarter-</u> trivial incidents that were taken care by our teachers through the system that we have in place with Capturing Kids Hearts, our classroom behavior contracts and our school site professional developments on categorizing the degree of incidents and the proper ways to deal with them. We classified the offenses on: those that a teacher could handle through restorative practices, those which needed a counselor visit, those that needed Principal intervention, and finally behaviors that needed immediate parent involvement) it was effective for us for the quarter.</p> <p><u>2nd quarter discipline report-</u> 1 suspension; We reported the incident to AZ Safe incident,</p>		
<b>School-Wide Corrective Action</b> (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	Action Needed	Person Responsible	
	Review discipline procedures with elementary staff Continue to review with teachers about documenting interventions in Mojave.	Administrator	
<b>PBIS Review</b> (What positive interventions have been used recently? What changes need to be made?)	Notes	Action Needed	Responsible
	Kids were beginning to get a little loud and rambunctious during lunchtime. Need to tighten up lunch procedures, so that students. Most incidents that do occur	Manzo trophy for best cafeteria behavior. Manzo citizen dollars for overall behavior. Monthly ice cream parties for best lunchtime behavior.	Principal, Lunch Bunch (Community Rep., CCS teacher, Principal, and monitors) take turn with lunchtime duties.
<b>MTSS Behavior</b>	Request the assistance of student services BIT for a student who has had many interventions.	Complete Student Services online request form.	Principal, Teacher, CCS teacher.
<b>MTSS Academics</b>	The following students when to child study this year for the 1st time: ■■■■■ (2nd Grade) ■■■■■ (2nd Grade) ■■■■■ (4th Grade) ■■■■■ (5th Grade), tested, did not qualify (meeting on May 8th) ■■■■■ (5th Grade) In addition, we revisited:	Evaluate students for Ex. Ed. services. Continue progress with current caseload. Start process with new referrals.	Psychologist Case managers/ LSC/Administrator

	<p>██████████ (1st Grade)                  ██████████ (5th Grade)-                  tested, now ExEd                  **Only ██████████ was actually                  evaluated by school                  psychologist, the others had                  many exclusionary health                  issues, or parents/teachers                  felt that progress was made                  and the MTSS process and                  child study team did not go                  further.                  9 new referrals to MTSS.</p>		
Other			

General Summary of Meeting:

Reviewed discipline data from first semester. Student with the two suspensions now receiving BIT assistance. Manzo has implemented Capturing Kids Hearts behavior program for the last 3 years. As a staff we identified antecedents to address behaviors before they could become full blown issues. The goal was to put behavioral strategies in place to prevent any serious behaviors. Teachers, my counselor and my Learning Supports Coordinator, will continue use Mojave Intervention to record any everyday type of incidents that they encounter. As we reflected on the success of not having many egregious incidents, we realized the efficacy of our reward system and what our teachers are doing.



MTSS Team Meeting Agenda

Date: 3/1/15 Site: Pietz K-B LSC: Dr. Lorraine Richardson  
 Persons present: Lorraine Richardson, Tiffany McKee

Task	Notes		
Review of Discipline Data (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	Q1, informed overrep of At-Risk Latino students - same students, repeat offenders → - behavior plan for <del>the</del> students - LaFrontera referrals - Enroll American for health insurance for families		Q2 Native American → some student
School-Wide Corrective Action (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	Action Needed		Person Responsible
	• start of Q3, middle school Assembly & behavior expectations Day 1 & Q3 • Increased use of Rest. practices		- McKee - All staff
PBIS Review (What positive interventions have been used recently? What changes need to be made?)	Notes	Action Needed	Responsible
	- Dragon Dollars - Dragon Store - (+) adults for cool-down time - teaching kids to self-monitor	- continue & expand	- LSC - staff - McKee
MTSS Behavior (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log:			
MTSS Academics (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log:			
Other	Students being evaluated for ex ed:	ED eval for students on IEPs already:	

General Summary of Meeting: Arrival of Dr. Richardson as the LSC has made an impact. Students have someone to mediate conflict, have restorative conferences & a safe cool down spot when they self-monitor their feelings &/or behaviors. (Please note the decrease of 23 Middle school days & OSS Q1 to 3 MS days & OSS Q2)



**MTSS Team Meeting Agenda**

Date: March 2, 2015

Site: Lawrence

LSC: Carol Thomas

Persons present: Ann Kobritz, Carol Thomas, Noriko Barnabe, Marcos Quijada, Janelle Odom.

Task	Notes
<b>Review of Discipline Data</b> (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	One Anglo/White student had a discipline issue out of 7 total Anglo/White students who were enrolled as of October 2, 2014. If you look at the intervention block for this student, there have been numerous restorative conference, referrals to the counselor and time-outs in other classrooms.  There are no trends. This is a single incident with one student out of seven represented.

School-Wide Corrective Action	Action Needed	Person Responsible
(What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	Behavioral interventions in place for this student will continue.  Restorative Conferences Referral to School counselor	<b>Carol Thomas</b> <b>Noriko Barnabe,</b> <b>Counselor</b>

PBIS Review	Notes	Action Needed	Responsible
(What positive interventions have been used recently? What changes need to be made?)	Student will remain with mentor in Student Council. [REDACTED] will continue behavior plan with School Counselor.	<b>None. Status Quo.</b>	<b>Carol Thomas and</b> <b>Noriko Barnabe</b>

<b>MTSS Behavior</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: _____ _____ _____ _____			
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<b>MTSS Academics</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: _____ _____ _____ _____			
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<b>Other</b>			
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**General Summary of Meeting:** \_\_\_\_\_  
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### MTSS Team Meeting Agenda

Date: 03/03/2015Site: HenryLSC: Deb RomanchoPersons present: John Bellisario, Deb Romancho, Kathy Crum, Arlene Doran

Task	Notes		
<b>Review of Discipline Data</b> (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	<p>Looking at the data for African American students we had a total of two students' with 4 incidents total between them and one multi-racial student with 1 incident for the second quarter.</p> <p>All students are in the MTSS process with interventions posted in Mojave. They all have behavior plans in place and we have met with all of the parents.</p> <p>The 3 incidents with one child were for defiance and the other was for hurting another child. The child is under CPS custody and we have had numerous meeting with them and the counseling agencies.</p> <p>The other child had one incident for defiance to the teacher and calling her vulgar names. A meeting was held with ■■■ grandmother and the teacher using restorative practices.</p> <p>There were a total of 23 incidents and 15 students school wide. Of those only two were African American.</p>		
<b>School-Wide Corrective Action</b> (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	Action Needed	Person Responsible	
	Provide clear expectations and equitable consequences based upon GSRR. Best practices included immediate consequences such as loss of privileges, parental contact and restorative practices.	Principal, LSC, teachers	
<b>PBIS Review</b> (What positive interventions have been used recently? What changes need to be made?)	Notes	Action Needed	Responsible
	Student recognition, positive phone calls and goal setting.		Principal, LSC, teachers
<b>MTSS Behavior</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: _____ _____ _____ _____	Tier one and Tier two behavior plans.	Consistent monitoring and help in the classroom.	
<b>MTSS Academics</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: _____			

MTSS Team Meeting Agenda

Date: 3/3/15 Site: McCorkle K-8 Academy of Excellence LSC: Sonia Arvayo  
 Persons present: Alex Campbell, Azucena Bravo, Sonia Arvayo, Deanna Campos,

Task	Notes														
<b>Review of Discipline Data</b> (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	<p><b>During the 2014 2<sup>nd</sup> Qtr we had a total of 10 In School Suspensions (1 African American &amp; 9 Hispanics) 17 Out of School Suspensions (14 Hispanics; 3 students have more than 1 suspension).</b></p> <table border="1" data-bbox="581 436 1503 569"> <thead> <tr> <th></th> <th>White/Anglo</th> <th>African America</th> <th>Hispanic</th> <th>Native American</th> <th>Asian American</th> <th>Multi-Racial</th> </tr> </thead> <tbody> <tr> <td>%</td> <td>3.5%</td> <td>1.1%</td> <td>92.1%</td> <td>2.2%</td> <td>0.4%</td> <td>0.7%</td> </tr> </tbody> </table>		White/Anglo	African America	Hispanic	Native American	Asian American	Multi-Racial	%	3.5%	1.1%	92.1%	2.2%	0.4%	0.7%
	White/Anglo	African America	Hispanic	Native American	Asian American	Multi-Racial									
%	3.5%	1.1%	92.1%	2.2%	0.4%	0.7%									

School-Wide Corrective Action	Action Needed	Person Responsible
(What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	<p><b>Continue with guidance lesson in the classroom by the school counselor. Continue with PBIS incentives and rewards. Continue with Life Skill monthly assemblies. Continue with the daily Mustang note rewards. Trust cards are use in 7<sup>th</sup> &amp; 8<sup>th</sup> grade with 90% of the student currently hold a trust card.</b></p>	<p><b>Alex Campbell Sonia Arvayo Deanna Campos</b></p>

PBIS Review	Notes	Action Needed	Responsible
(What positive interventions have been used recently? What changes need to be made?)	<p><b>Positive school culture outcomes are a result of constant and consistent supervision and support.</b></p>	<p><b>Start implementing the Trust cards with 6<sup>th</sup> graders to encourage school-wide expectations.</b></p>	<p><b>Admin Teachers Staff</b></p>

<p><b>MTSS Behavior</b>                      (Assignment of new students to a case manager, review of students currently being managed)                      List Students Added to Log:                      _____                      _____                      _____</p>	<p><b>MTSS meeting to follow-up with on interventions and progress. Student has regressed in ATI Rdg and _____ number of referrals to the office has increased. _____ attendance has improved from 78% to 91%. The team will like to refer the case to the Psych for more in-depth Analysis.</b></p>	<p><b>MTSS meeting to follow up with behavioral plan. Doing better, however teacher shared that he continues to argue with her and other students. Continue meeting with social worker to work on anger management. Continue with BIP and incentive for students.</b></p>	
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<p><b>MTSS Academics</b>                      (Assignment of new students to a case manager, review of students currently being managed)                      List Students Added to Log:                      _____                      _____</p>	<p><b>MTSS review of data. Student is making minimal progress. Team will schedule a meeting with parent to discuss absences and progress</b></p>		
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Other			
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General Summary of Meeting: Due to our large number of Hispanic population 92% and our very low percentage of African Americans 1.1%, our discipline data may appear to have a disproportionate discipline for certain demographic of students. The students with incident reports all participated in Restorative Practices and all but one have not had another incident during this current quarter. The only student to have a violation is currently in the MTSS process \_\_\_\_\_



### MTSS Team Meeting Agenda

Date: 03/04/15 Site: Miles ELC LSC: Cindy Maxwell  
 Persons present: Robin Weldon, Cindy Maxwell

Task	Notes		
<b>Review of Discipline Data</b> (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	Attached you will find an updated incident report, showing that Miles had 1 incident recorded in the 2nd quarter. Miles continues to have a very low rate of discipline issues. Some of the reasons identified include PBIS interventions, -the Miles 3 B's- and the use of Restorative Practices to help resolve behavior concerns and conflicts. Miles also provides a positive support system for students provided by teachers, interpreters, special education and classroom aides, and volunteers present on campus.		
<b>School-Wide Corrective Action</b> (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	Action Needed	Person Responsible	
	Miles will continue to use both PBIS and Restorative Practices as tools for prevention and as a response to discipline needs. Based on a data review, we will continue to provide preventative support to IEP students with behavior concerns. Steps will also be taken to identify triggers for students of concern by adults working with these students. The adults will work to take steps to provide interventions before the behavior escalates to the point of required discipline action.	<b>Robin Weldon</b> <b>Cindy Maxwell</b>	
<b>PBIS Review</b> (What positive interventions have been used recently? What changes need to be made?)	Notes	Action Needed	Responsible
	A school wide review of the schools PBIS 3 B's with classrooms practicing appropriate behavior in each of the school's environments helped to highlight our PBIS program and behavior expectations.	To organize and implement quarterly school wide PBIS reviews and events.	<b>Cindy Maxwell</b>
<b>MTSS Behavior</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: _____ None _____ _____ _____ _____			
<b>MTSS Academics</b> (Assignment of new students to a case manager,			

review of students currently being managed)

List Students Added to Log:



Other

**General Summary of Meeting:** Discipline data was reviewed and a discussion of practices used at Miles that help our school to maintain a very low number of discipline incidents took place. It was determined that the tools used such as PBIS and Restorative Practices help the staff at Miles provide a supportive environment in which behavior concerns and discipline issues are addressed in a manner that helps us to provide interventions that prevents the need for recordable discipline actions.

Miles will continue to foster a positive environment using tools such as Restorative Practices to address discipline issues when appropriate. We will also work to reinforce our PBIS program and provide prevention support to help maintain our low number of incidents reported each quarter. Behavioral interventions continue to be documented in Mojave.



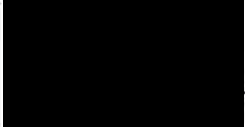
**MTSS Team Meeting Agenda**

Date: 3/24/2015

Site: Booth-Fickett

LSC: Lovegren

Persons present: Lovegren, Goldberg, Chilgreen, Bermudez, Martinez,

Task	Notes		
<b>Review of Discipline Data</b> (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)  Disorderly conduct and fighting (some type of aggression) are the most prevalent trends.	<b>Disruptions of the classroom and some type of aggressive behavior are the most prevalent.</b>		
<b>School-Wide Corrective Action</b> (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)  More proactive interventions from LSC, Counselors and more admin presence in classrooms.	<b>Action Needed</b>		<b>Person Responsible</b>
	<b>Communicate to the teachers who will be doing which type of proactive intervention.</b>  <b>Have admin schedule daily walks into classroom that have highest numbers of classroom disruptions.</b>		<b>Bermudez, Goldberg, Chilgreen, Haley, Lovegren</b>
<b>PBIS Review</b> (What positive interventions have been used recently? What changes need to be made?) Classes are given falcons for great behavior. (popcorn parties, pizza) Dance for middle school students who have no discipline infractions.	<b>Notes</b>	<b>Action Needed</b>	<b>Responsible</b>
	<b>PBIS incentives work very well.</b>	<b>Continue this implementation of the PBIS programs.</b>	<b>Bermudez, Lovegren, Goldberg, Chilgreen</b>
<b>MTSS Behavior</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: 	<b>Students monitored by Mr. Goldberg and Mr. Chilgreen.</b>	<b>Continue to monitor their classroom and lunch behavior.</b>	<b>Goldberg, Chilgreen, Lovegren, Bermudez, Martinez, Haley</b>
<b>MTSS Academics</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: _____ _____ _____ _____			
<b>Other</b>			

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General Summary of Meeting: \_\_\_\_\_ Student behavior is getting better overall. However, there are a number of students who we have classified as frequent flyers who need to be visited on a daily basis. Find ways to get these students connected to sports and clubs in order to focus their energy. Bring parents in and have conversations regarding their help in getting their child to join fourth quarter sport or club.

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**MTSS Team Meeting Agenda**Date: 04/05/15 Site: Carrillo K5 LSC: Nina HickmanPersons present: Lori Conner, Nina Hickman, Mary Kolsrud

<b>Task</b>	<b>Notes</b>		
1) Review of Discipline Data by AA Subgroup for Q1; 2) Review of Discipline Data by Incident Category for Q2 (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	1) 3 of the <u>4</u> incidents in Q1 were AA students. One of the AA students is an ExEd student, and two of the incidents involved that student. The BIT team was involved and he now has a one-on-one assistant. His ExEd label is currently under review. All students are middle school students. 2) 14 of the 17 incidents for Q2 were coded as “minor aggressive” or “other aggression”. Staff used restorative practices to resolve conflicts between students. The LSC and the social worker facilitate social groups and individual sessions with students needing social skill support. Four of the “minor aggressive” incidents involved the ExEd student mentioned above. Staff, including his 1-on-1 assistant, continue to support his behavior plan. The LSC provides whole class Kindness lessons when the need arises.		
<b>School-Wide Corrective Action</b>	<b>Action Needed</b>		<b>Person Responsible</b>
(What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	Continue to review the student’s label and monitor success of intervention on his IEP plan.  Continue to use Restorative Practices, social skills small group and individual instruction, and whole class Kindness lessons from the LSC.		Administrator, LSC, Social Worker, Teachers, Sped Teachers, Psychologist, BIT Specialist
<b>PBIS Review</b>	<b>Notes</b>	<b>Action Needed</b>	<b>Responsible</b>
(What positive interventions have been used recently? What changes need to be made?)	Staff use of PBIS Cougar Pawriffic tickets was reviewed with support staff, and use has increased.	Continue to monitor staff quotas for handing out Pawriffic tickets in hotspot areas; on the playground and the cafeteria.	LSC, School-wide Student Management Committee, Magnet Coordinator, Monitors, Principal
<b>MTSS Behavior</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: 2 <sup>nd</sup> grade SpEd student	Continue review of IEP interventions and student label.		SpEd teachers, classroom teacher, psychologist, BIT specialist
<b>Other</b>			
<b>General Summary of Meeting:</b> <u>Reviewed discipline data from first semester. AA students with multiple incidents continue to be supported and interventions monitored. Need to continue PBIS and monitor staff usage of Pawriffic Tickets in hotspot areas. Complete IEP review of SpEd student label.</u>			

**MTSS Team Meeting Agenda**

Date: 4/6/2015

Site: Hollinger LSC: Lacey Grijalva

Persons present: Mrs. Porter, Mrs. Lopez-Medrano, Mr. DeLaTorre, Mr. Lambert, and Mrs. Grijalva

<b>Task</b>	<b>Notes</b>		
<b>Review of Discipline Data</b> (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	Team reviewed data for suspensions of African American students. The one student who has been suspended has been referred to MTSS. Case manager will work on plan for student.		
<b>School-Wide Corrective Action</b>	<b>Action Needed</b>		<b>Person Responsible</b>
(What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	Grabber store still out afterschool, remind teachers to hand out grabbers for students who participate in the 3B's.		Staff
<b>PBIS Review</b>	<b>Notes</b>	<b>Action Needed</b>	<b>Responsible</b>
(What positive interventions have been used recently? What changes need to be made?)	N/A	N/A	LSC
<b>MTSS Behavior</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: [REDACTED]	Discussed 504 for [REDACTED] Student has had an increase of behavior issues, behavior services has also spoken with student.  Discussed where we were with other cases	Contact therapist outside of school to see his current medications and come up with a 504.  Continue observations and actions with others.	LSC, Mrs. Porter
<b>MTSS Academics</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log:	Student has been sent out several times for behavior, but, academics are low. Student has already been in MTSS and we are now looking to refer to testing,	Contact guardian for HIPPA release again, talks with admin.	Case manager, LSC
<b>Other</b>			

**General Summary of Meeting:** Reviewed discipline data and will work getting student a plan to help with behavior. Addressed other students currently in MTSS, and added a new student. Discussed how the 504 processes works and a possible 504 plan for a student.

**MTSS Team Meeting Agenda**

Date: April 8, 2015

Site: Borman Elementary

LSC: Denise Murphy

Team Members: Kathy Sisler, Principal; Justin Curran, Counselor; Holly Lukanob, Teacher; Robin Gibson, Teacher; Denise Murphy, LSC

Task	Notes		
<b>Review of Discipline Data</b> (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	-Review the 2 <sup>nd</sup> Quarter AzSafe data for Borman		
<b>School-Wide Corrective Action</b>	Action Needed		Person Responsible
(What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)			-
<b>PBIS Review</b>	Notes	Action Needed	Responsible
(What positive interventions have been used recently? What changes need to be made?)	Review of the data showed: 1-Other violation of school policy 3- Minor Aggressive Acts	-No Action Needed	MTSS Team
<b>MTSS Behavior</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: —			
<b>MTSS Academics</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: —  List Students moved on from Tier 3: ■■■ ■■■ ■■■			

**General Summary of Meeting:**

-Reviewed and discussed 2<sup>nd</sup> Quarter AzSafe Data  
 -Violations Documented: 1 Other Violation of School Policies and 3 Minor Aggressive Acts documented.  
 -No Action Needed

**MTSS Team Meeting Agenda**

Date: 04/08/15 Site: Marshall Elementary LSC: Terry Sonnleitner  
 Persons present: Diane Wilson-Schecter, Chris Crosier, Breanne Davison, Vi Tran, Terry Sonnleitner

<b>Task</b>	<b>Notes</b>		
<b>Review of Discipline Data</b> (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	Review of discipline for multi-ethnicity students indicates that one student received a short-term in-school suspension with services for petty theft.		
<b>School-Wide Corrective Action</b>	<b>Action Needed</b>		<b>Person Responsible</b>
(What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	Review discipline procedures with staff. Continue to review with teachers about documenting interventions in Mojave.		Administrator
<b>PBIS Review</b>	<b>Notes</b>	<b>Action Needed</b>	<b>Responsible</b>
(What positive interventions have been used recently? What changes need to be made?)	Staff use of PBIS "PRIDE Cards" remains consistent	Continue to encourage use of cards and Tier responses	LSC
<b>MTSS Behavior</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: [REDACTED]	Continue to encourage teachers to refer students who may need extra support in positive behavioral strategies  Encourage interventions and use of incentives	Meet with teachers to ensure that they are receiving support as needed	LSC
<b>MTSS Academics</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: [REDACTED]	Continue to hold MTSS meetings to review academic and behavioral referrals.	Act upon referrals and requests for testing.	Psychologist  Case managers/ LSC/Administrator
<b>Other</b>	Examine environmental factors	Act upon environmental needs	Administrator Staff

The MTSS Team and suspended student's teacher met to discuss ways in which discipline was handled in this particular situation. When reviewing the specifics of this situation, [REDACTED] weighed heavily on this discipline. Since that time, MTSS and PBIS have been actively infused within the school culture, allowing staff additional avenues to seek assistance as well as to offer students opportunities for success.



**MTSS Team Meeting Agenda**Date: 4/10/15

Site: Erickson

LSC: Trish Gerhard

Persons present: Leah Dardis, Christina Petrino, Pei-Wun Malevich, Teresia Albritton, Jacqueline Healy, Irina Toropina, Carla Sanchez

<b>Task</b>	<b>Notes</b>		
Review of Discipline Data (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	A review of second quarter data from SY 14/15 (209 incidents) has shown a significant reduction from 2 <sup>nd</sup> quarter SY 13/14 (387 incidents). Accurate reporting was done for both SY 13/14 and SY 14/15 due to the SIIS initiative (otherwise known as Watchpoint). Historically, Erickson has always been a high discipline school. In SY 13/14, there was a ¾ staff turnover and 200 students from Lyons joined the Erickson community.		
<b>School-Wide Corrective Action</b> (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	<b>Action Needed</b>		<b>Person Responsible</b>
	<p>In SY 13/14, PBIS was relaunched with rotations and assemblies in Fall and Spring. Restorative Practices (RP) were consistently used from an admin level. Kind Kids and HUG programs were launched. Quarterly ROAR assemblies acknowledging positive behavior.</p> <p>In SY 14/15, PBIS, RP, Kind Kids and HUG programs were continued. Quarterly ROAR assemblies acknowledging positive behavior. Although staff turnover decreased, there were vacancies in some resource staff and classroom positions (no counselor, AASSD hired in Oct, 5<sup>th</sup> and 3<sup>rd</sup> grades, classroom reorganized and change in admin). The returning staff were committed to consistently implementing the programs.</p> <p>In SY 15/16, the programs will continue with consistency. Behaviors will decrease. There will be a full time LSC to focus on restorative practices, PBIS, and Kind Kids. A counselor is anticipated to be hired before school begins.</p>		Classroom Teachers LSC/Counselor Admin Resource Staff
<b>PBIS Review</b> (What positive interventions have been used recently? What changes need to be made?)	<b>Notes</b>	<b>Action Needed</b>	<b>Responsible</b>
	PBIS rotation in August and January	Increase the Way to gos given by staff Implement the Kind Kids patrol Implement a quarterly Kind Kids Week.	Classroom Teachers LSC/Counselor Admin Resource Staff
<b>MTSS Behavior</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log:	See log	Continue to implement and refine MTSS process	LSC/Admin

<p><b>MTSS Academics</b>                  (Assignment of new students to a case manager,                  review of students currently being managed)                  List Students Added to Log:</p>	<p>See log</p>	<p>Continue to                  implement and                  refine MTSS                  process</p>	<p>LSC/Admin</p>
<p>Other</p>			

General Summary of Meeting: Over 2000 interventions have been entered for students into Mojave. About 300 were submitted by the admin. Teachers seem to be entering their documentation into the intervention block on a regular basis. We need to increase the positive recognition of students through Kind Kids patrol and Way to go coupons. With a consistent support staff returning next year, we will be able to decrease aggressive events through preventative initiatives like classroom lessons and system support rather than punitive actions.

### MTSS Team Meeting Agenda

Date: 4/10/2015Site: HudlowLSC: Karen Paquette

Persons present: Cheri LaRochelle, Roxanne Cruz, Karen Paquette and Maura Jennings

Task	Notes		
<b>Review of Discipline Data</b> (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	<b>2<sup>nd</sup> Quarter Data:</b> Incident #77 involved three students. Two got into a fight a Caucasian Male and a Hispanic Male. The third student (AA Male) hit one of the others to defend his friend. That students has an IEP; after a restorative conference with parents, there have been no further issues. AA female student came to Hudlow from Craig in in the middle of an evaluation for ExEd. Since this suspension, she has been identified as a student with Emotional Disability and has been placed in the most appropriate setting. Total suspension for 2 <sup>nd</sup> quarter: 2 Hispanic Males, 1 AA Female, 2 Caucasian Males. We called Student Equity, Leadership, TS and Maura Morin. The heat map was not readily available for our review. Maura Morin said that 2 <sup>nd</sup> quarter for Hudlow was Green. 3 <sup>rd</sup> Quarter was yellow but not a targeted concern. She will review targeted schools with Leadership.		
<b>School-Wide Corrective Action</b> (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	Action Needed	Person Responsible	
	Review 3 <sup>rd</sup> quarter data so see if trend continues. Find "heat map" so that we can accurately assess the points of data causing us to have a disproportionate discipline	Administrator and LSC	
<b>PBIS Review</b> (What positive interventions have been used recently? What changes need to be made?)	Notes	Action Needed	Responsible
	Continue with PBIS		LSC
<b>MTSS Behavior</b> (Assignment of new students to a case manager, review of students currently being managed)	We have referred one Causasian Male to BIT. They are coming on April 13.	Review Mojave Inteventions with teachers	LSC and classroom teacher
<b>MTSS Academics</b> (Assignment of new students to a case manager, review of students currently being managed)	4 students are currently in the evaluation process for consideration of speech and language impairments 2 students are currently in the evaluation process for consideration of ExEd services to support academic 4 new referrals to MTSS.	Evaluate students for Ex. Ed. services. Continue progress with current caseload. Start process with new referrals.	Psychologist  Case managers/ LSC/Administrator
Other			
<b>General Summary of Meeting:</b> Reviewed discipline data from 2 <sup>nd</sup> Quarter. Student with multiple interventions will recieve Ex. Ed. BIT assistance. Review with teachers about documenting interventions in Mojave.			

**MTSS Team Meeting Agenda**

Date: 04/10/15 Site: Sewell LSC: Jan Milligan  
 Persons present: Jan Milligan, Mandi Gilman, Sarah Dineley, Anna Weiss, Rob Jewett

<b>Task</b>	<b>Notes</b>		
<b>Review of Discipline Data</b> (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	2nd quarter discipline report- 0 suspensions; 8 discipline referrals. Two referrals were for exceptional education autistic students. 1 student received 4 referrals for aggression. The other students received referrals for minor aggressive acts.		
<b>School-Wide Corrective Action</b>	<b>Action Needed</b>		<b>Person Responsible</b>
(What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	Increase awareness in autism classroom. Create and monitor behavior plans. Train monitors on PBIS and provide them with referral slips to track behavior. Review/Revise PBIS and restorative practices with staff. GSRR clarification.		Administrator, LSC, Counselor, monitors, teachers
<b>PBIS Review</b>	<b>Notes</b>	<b>Action Needed</b>	<b>Responsible</b>
(What positive interventions have been used recently? What changes need to be made?)	Kindness notes, positive reinforcement.	Provide a PBIS reminder for staff.	LSC
<b>MTSS Behavior</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: [REDACTED] _____	Provide behavior intervention plan.  Provide student mentor of similar ethnicity.	FBA and BIP.	Psychologist LSC
<b>MTSS Academics</b>			
<b>Other</b>	4 students were isolated incidences.		

General Summary of Meeting: Reviewed discipline data from first semester. Student with multiple referrals planned FBA and BIP. Need to review discipline procedures with staff. Also need to review with teachers process of documenting interventions in Mojave. A reminder to staff regarding the PBIS program and behavior tickets for playground where most incidents occur will also be created and staff trained.



**MTSS Team Meeting Agenda QUARTER TWO**

Date: April 13, 2015 Site: Robison LSC: Tanisha Tatum  
 Persons present: Julie Laird, Sharon Herring, Jennifer Raftis, Therese McDonald

Task	Notes		
<b>Review of Discipline Data</b> (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	Six students were referred for disciplinary concerns- four of the six students are currently in the ED Self-Contained Class. Seven suspensions occurred this quarter (all ED students); students had previous interventions by classroom teacher, TA, LSC, CF and principal. ED program did not have a teacher of record and was being supported by Robison Staff, substitutes and EX. ED. department.  Most occurrences occurred in the classroom for defiance, disorderly conduct, aggression and assault. All families were contacted and students conferenced with teacher, LSC and principal.  *** See added data		
<b>School-Wide Corrective Action</b>	Action Needed		Person Responsible
(What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	Director asked for clarification on previous suspensions, clarification given, no changes at this time.		None needed.
<b>PBIS Review</b>	Notes	Action Needed	Responsible
(What positive interventions have been used recently? What changes need to be made?)	Houses have been formed and are meeting- changed meeting dates.  Data collection of House Points Sharing House Points at Morning Announcement Celebrating/Recognizing the Houses  Need to review PBIS expectations	Need to review and revisit expectations with committee.  Shared information with staff, students and families.	Principal, LSC, PBIS committee and teachers.
<b>MTSS Behavior</b> (Assignment of new students to a case manager, review of students currently being managed)  List Students Added to Log: ■ ■■■■■ ■■■■■ ■■■■■ ■■■■■ ■■■■■	Families have been contacted regarding behaviors- interventions for students are listed in Mojave.	Continue to document interventions and implement behavioral plans.  Contact La Frontera to get additional supports/intervention strategies.  Revisit students for future MTSS meeting.	Classroom Teacher, LSC and School Psychologist
<b>MTSS Academics</b> (Assignment of new students to a case manager, review of students currently being managed)  List Students Added to Log: ■■■■■ ■■■■■ ■■■■■ ■■■■■	Discussed classroom/academic interventions, student strengths, and challenges.  Reviewed attendance data (previous/current years).  Discussed behavioral concerns effecting academics.	Two students have been referred to psychologist for evaluation.  Will review and revisit students not referred for evaluation to check progress.	Classroom Teacher, LSC, family and School Psychologist
<b>Other</b>			

**General Summary of Meeting:** Reviewed academic and discipline data. Students are currently on classroom behavioral plans with support from principal, LSC, health assistant CF and La Frontera- proved to be helpful for teachers and students. Teachers are in need of support with behavioral concerns- need to review interventions as a staff to better support students, teachers and families (still needs to happen). Teachers are also in need of support for academic interventions. ED Self Contained Classroom currently has a teacher of record and is working with students, families, staff and EX.ED. Department to ensure all students are successful.

**Reviewed the following data:**

<b>Ethnicity:</b>	NA	AA	H	MR
<b># of Students</b>		1	2	3
<b>Violation(s):</b>		Defiance or disrespect towards authority (1)  Assault (1)	<u>Student One:</u> Language, inappropriate  <u>Student Two:</u> Defiance or disrespect towards authority (2)  Disorderly Conduct (1)  Minor Aggressive Act (1)  Assault (1)	<u>Student One:</u> Disorderly Conduct (1)  Defiance or disrespect towards authority  <u>Student Two:</u> Assault (1)  <u>Student Three:</u> Defiance or disrespect towards authority (1)  Violation of school policies (1)
<b>Action:</b>		Student conference (2), Out of School Suspension Notification (2), Restorative Conference (2)	<u>Student One:</u> Student conference (1), Detention (1), Parent Notification (1), Parent Conference (1)  <u>Student Two:</u> Parent Notification (4), Detention (1), Parent Conference (1), Restorative Conference (2), Out of School Suspension (3), Local Law Enforcement Contacted (1)	<u>Student One:</u> Student Conference (2), Parent Conference (1), Parent Notification (1), Detention (1), Restorative Conference (2), Out of School Suspension (1)  <u>Student Two:</u> Student conference (1), Parent Notification (1), Out of School Suspension (1), Restorative Conference (1)  <u>Student Three:</u> Detention (2), Parent Notification (1), Restorative Conference (1),

**MTSS Team Meeting Agenda**

Date: 4/13/2014 Site: Vesey Elementary LSC: Stacey Gist

Persons present: Anna Schwartz-Warmbrand, Cathy Adams, Stacey Gist

Task	Notes												
<b>Review of 2<sup>nd</sup> Quarter Discipline Data</b> (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	Review of 2 <sup>nd</sup> Quarter Discipline Data 2 <sup>nd</sup> quarter discipline data determined that there were 46 incidents by 35 students. 30 students only had one discipline action 2 <sup>nd</sup> quarter. 26 of the discipline offenders were new 2 <sup>nd</sup> quarter (they did not have discipline issues 1 <sup>st</sup> quarter). 9 of the discipline offenders were repeat offenders (they did have a discipline issue 1 <sup>st</sup> quarter). <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 50%;">1<sup>st</sup> Quarter</th> <th style="width: 50%;">2<sup>nd</sup> Quarter</th> </tr> </thead> <tbody> <tr> <td>Disorderly Conduct = 18</td> <td>Disorderly Conduct = 16</td> </tr> <tr> <td>Assault = 2</td> <td>Assault = 3</td> </tr> <tr> <td>Defiance = 2</td> <td>Defiance = 2</td> </tr> <tr> <td>Other School Policy = 9</td> <td>Other School Policy = 6</td> </tr> <tr> <td>Other (infractions not listed above) = 3</td> <td>Other = 19</td> </tr> </tbody> </table> <p>During the 2<sup>nd</sup> quarter there were 3 incidents of graffiti, 3 issues of vandalism and 5 incidents of theft. At that time Vesey had a holiday store which contributed to all of the theft incidents.</p> <p>Ethnic break down of students with infractions:</p> <ul style="list-style-type: none"> <li>• Hispanic = 25</li> <li>• American Indian = 4</li> <li>• White = 4</li> <li>• Black = 1</li> <li>• 2 or more = 1</li> </ul>	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	Disorderly Conduct = 18	Disorderly Conduct = 16	Assault = 2	Assault = 3	Defiance = 2	Defiance = 2	Other School Policy = 9	Other School Policy = 6	Other (infractions not listed above) = 3	Other = 19
1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter												
Disorderly Conduct = 18	Disorderly Conduct = 16												
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Defiance = 2	Defiance = 2												
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Other (infractions not listed above) = 3	Other = 19												

School-Wide Corrective Action	Action Needed	Person Responsible
(What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	October 2014 a part time LSC was added to Vesey to work on PBIS with students who had more than 1 infraction each quarter or who had infractions in both quarters. Restorative practices will be demonstrated by LSC. In January administration changed and Vesey received a new Assistant Principal.  Since there were 6 issues of vandalism the staff brainstormed for next year's holiday store. In addition students were given lessons about stealing.  The Native American liaison, Margie Lane, met with AI students who were struggling to be a support behaviorally & academically.  Counselor/LSC will be going around and talking with classrooms about restorative practices and Kind Kids.	Administration LSC Counselor Classroom Teachers

PBIS Review	Notes	Action Needed	Responsible
(What positive interventions have been used recently? What changes need to be made?)	Positive behavior plans have introduced with 3 students who have had infractions.  Students have weekly leadership checklists and receive treats for earned positive choices  Some students can earn computer time for having a great day in their classroom or the playground	Assign who will be meeting with certain students to touch-base. Either Cathy (full-time interim Assistant Principal) or Stacey (half-time LSC).	LSC Administration Classroom Teachers

MTSS Behavior (Assignment of new students to a case manager, review of students currently being managed)  List Students Added to Log: <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>	These students have been watched and MTSS plans are unofficially in place. We made sure to officially add additional students who had multiple offenses. <ul style="list-style-type: none"> <li>• One student who we have struggled with 7 infractions was at tier 3 for MTSS behavior and the BIT team was called to monitor</li> <li>• Update 2 student's 504 to add behavioral accommodations</li> </ul>	<ul style="list-style-type: none"> <li>• Contact BIT team</li> <li>• 504 coordinator</li> <li>• MTSS coordinator</li> <li>• Continue to implement and refine MTSS process</li> </ul>	LSC Administration Classroom Teachers
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General Summary of Meeting: Reviewed discipline data suggested that we need more proactive approaches with the students that are repeat offenders


### MTSS Team Meeting Agenda

Date: April 15, 2015Site: Miller Elementary SchoolLSC: Gail Masi

Persons present: Gaby Avalos, Sonia Navarrete, Lupita Sereno, Mary Zeller, Kristen Federico, Lupe Dominguez, Christy Komoska, Vanesa Gamez, and Lupita Perez

Task	Notes	
<p><b>Review of Discipline Data</b> (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)</p>	<p>It was reported from the district that we had disproportionate discipline data. Most incidents are for aggression and other violations of school policy. Disproportionate Discipline Data was reported from district for African American students, Native American students, and Anglo students. 18 students were associated with 15 incidents entered into AZSAFE. Out of 18 students, 7 students served In-School Suspensions, 4 served out-of-school suspensions. The 7 other students' families were notified and students were conferenced with regarding their actions. 7 students came from the same classroom. The out-of-school suspensions were for serious actions including bringing a b.b. gun and threatening to use it and shooting it on the playground, assault, and threats to harm students.</p>	
<p><b>School-Wide Corrective Action</b></p>	<p>Action Needed</p>	<p>Person Responsible</p>
<p>(What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)</p>	<p>Miller Elementary is a racially concentrated school with approximately 85% Hispanic.</p> <p>Miller is identified as having disproportionate discipline data for Native Americans, Anglo, and African Americans.</p> <p>When looking at individual students associated with the incidents, students have different ethnicity labels. For example, one student is marked as Hispanic in ethnicity, race is marked white and black, but parent prefers ethnicity is Hispanic. Our question is how are students identified. Within our discipline report, the majority of students are labeled Hispanic, which doesn't match the district identification within discipline reports. 12 students are identified as Hispanic. This is 2/3 of our identified students which is 66.6% being Hispanic. 1 student is white, being 5%. 2 are African American, which accounts for 11%. 1 native student, being 5%. 2 students are identified as being multi-racial, but marked white as their race, which accounts for 11% if we count it as multi-racial. If Miller is a racially concentrated school of Hispanic students, the majority of these students identify as white in race. There is no Hispanic race so our Hispanic students are being identified as white, therefore overidentifying white students in discipline data. If</p>	<p>Administrator LSC</p>



	<p>we account for the ethnicity group, the majority of incidents are identified within the Hispanic group matching our school’s enrollment demographics.</p> <p>The other subgroups are below the enrollment demographic data therefore, there is no overidentification.</p> <p>Actions taken to remedy the number of offenses:</p> <ul style="list-style-type: none"> <li>• Moved one classroom with recurring offenders inside the main building rather than a portable classroom to have closer proximity to supervision.</li> <li>• 1 student with Out-of-school suspensions is on a formal behavior plan and a daily behavior log. Student has counseling services and parent and MTSS team is pursuing self-contained placement.</li> </ul> <p>Most incidents are assigned as aggression according to our district report.</p> <ul style="list-style-type: none"> <li>• Daily promotion of PBIS with Ben’s Bells Quotes and distribution of Miller Merits.</li> </ul> <p>Similar offenses were treated the same within different ethnicity groups as per GSRR.</p> <p>Review discipline procedures and PBIS plan with teachers.</p> <p>Continue to review with teachers about documenting interventions in Mojave.</p>		
<p><b>PBIS Review</b></p>	<p>Notes</p>	<p>Action Needed</p>	<p>Responsible</p>
<p>(What positive interventions have been used recently? What changes need to be made?)</p>	<p>Staff uses Miller Merits daily</p> <p>PBIS recognition</p> <p>Announcements – acknowledge achievements</p>	<p>Clarification with identifying race in incidents. What is being used to identify the disproportionate data?</p>	<p>LSC Staff Admin PBIS/MTSS team</p>
<p><b>MTSS Behavior</b></p> <p>(Assignment of new students to a case manager, review of students currently being managed)</p> <p>List Students Added to Log:   _____</p>	<p>Psychologist – working with teachers and principal to secure a self-contained placement and collect daily behavior data</p>	<p>Complete behavior surveys</p>	<p>Teacher Psychologist Principal</p>
<p><b>MTSS Academics</b></p>			

(Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log:			
Other			

General Summary of Meeting: Reviewed discipline data from second quarter. Student with suspensions now receiving self-contained placement. Also need to review with teachers about documenting interventions in Mojave. A reminder to staff regarding the PBIS program and merits will also be done.

### MTSS Team Meeting Agenda

Date: 4/15/15 Site: John B. Wright LSC: Mia Michelle Henry  
 Persons present: Samantha Gallego, Caroline Carlson, Joy Klimke, Mia Michelle Henry, Rosa Sotelo, Kristjan Laumets,

Task	Notes		
<b>Review of Discipline Data</b> (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	54 incidents in the quarter. See attached breakdown by ethnicity, location, grade, violation level, action level, and teacher.  Data is not disproportionate by ethnicity within school. Kinder makes up 45% of incidents. Assault and minor aggressive act account for 40% of incidents. 18% disorderly conduct.  18% of incidents are one teacher – LTS. 7 students account for 33 incidents. All are either going through MTSS process for academics or behavior, or already have an IEP.		
<b>School-Wide Corrective Action</b> (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	Action Needed	Person Responsible	
	School Psychologist and counselor will be working with highest-incident classrooms on communication, caring, and safety.  School-wide PBIS needs to be more visible.  Older grades will add community time component to the day for students to reflect and communicate about ongoing issues.  Increase supervision in the morning.	Administrator	
<b>PBIS Review</b> (What positive interventions have been used recently? What changes need to be made?)	Notes	Action Needed	Responsible
	School-wide system is quasi-effective. Some classrooms get more participation. Missing individual component to PBIS.	Provide a PBIS reminder for staff.  Develop individual component for PBIS.  Develop transition training plan for new students.	LSC
<b>MTSS Behavior</b> (Assignment of new students to a case manager, review of students currently being managed)  List Students Added to Log:	No new students added.  Existing Kinder and 1 <sup>st</sup> students assigned new case manager and additional intervention time (daily) to work on social play and build work stamina.	Collect data on behaviors to determine if additional intervention is working.	LSC
<b>MTSS Academics</b> (Assignment of new students to a case manager, review of students currently being managed)  List Students Added to Log:	Not discussed.		

Other			

General Summary of Meeting: Teachers are doing a good job of logging interventions, some need to log more. Lack of counselor has left support/response short, leading to more incidents. Teachers are working to be more proactive. Discipline data is not a surprise for anyone on the team. Similar in years past, only now the information is being logged.



**MTSS Team Meeting Agenda**

Date: 4/24/15 Site: Grijalva LSC: Ruth Ottley  
 Persons present: Ruth Ottley, Daniel Sanchez, Paul Padia, Shelly Duran

<b>Task</b>	<b>Notes</b>		
<b>Review of Discipline Data</b> (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)	<ul style="list-style-type: none"> <li>-Since beginning of year, 19 discipline actions taken against 5 multiracial students.</li> <li>-9/19 actions taken against 1 student.</li> <li>-14/23 suspension days against 1 student</li> <li>-15/19 actions taken against 1 family</li> <li>-2<sup>nd</sup> hotspot: one student who received 3/19 discipline actions, and 2/23 suspension days.</li> <li>-Largest violation group: Fighting</li> <li>-Second largest violation group: Sexual harassment</li> </ul>		
<b>School-Wide Corrective Action</b> (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)	<b>Action Needed</b>		<b>Person Responsible</b>
	<ul style="list-style-type: none"> <li>-Continue work modeling classroom circles (train the trainer approach)</li> <li>-Reteach schoolwide expectations and logical consequences at school-wide assemblies</li> <li>-Visual cues and signs</li> <li>-Provide common language for discussing fighting and sexual harassment with children</li> <li>-Train staff restorative conference questions</li> </ul>		<b>Administrator</b>
<b>PBIS Review</b> (What positive interventions have been used recently? What changes need to be made?)	<b>Notes</b>	<b>Action Needed</b>	<b>Responsible</b>
	School wide understanding of playground expectations has declined.	Provide a PBIS reminder for staff.	LSC
<b>MTSS Behavior</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: ██████████ _____	Request the assistance of student services BIT for a student who has had many interventions.	Complete Student Services online request form.	Administrator
<b>MTSS Academics</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: ██ ██ ██████████	No academic concerns.	Continue work with Genius Hour.	Teacher
<b>Other</b>			

General Summary of Meeting: Reviewed discipline data from first semester. Disproportional discipline data reveals a disproportional impact on one family. We reviewed PBIS supports at all tiers as well as opportunities to build bridges between Grijalva and this family. We also noted that all multiracial students on our discipline log are also highly capable students for whom we have few academic concerns. We will continue to emphasize student engagement in our informal observations.

## Cavett Third Quarter Discipline Report

By: MTSS Committee: Kathy Chandler, Elsa Corral-Aguirre, Carol Leeson, Olivia Cazares, Marnie Robles, Sylvi Gonzalez

**Task:** Review 3<sup>rd</sup> quarter discipline data

**Analysis Notes:** There were 4 suspensions for 3<sup>rd</sup> quarter. Of these four, one was out of school, short term with services.

**Corrective Action:** After further review of data, it was determined that there was no disproportionate discipline for any ethnic groups: Discipline #1 was African American (14 total AA enrolled), Discipline #2 and #3 were Latino (289 total Latino enrolled), and Discipline #4 was Native American (5 total NA enrolled). Three of the disciplined students were in a classroom whose teacher was on Family Leave for the 3<sup>rd</sup> quarter and students had a substitute teacher. Student #3 was disciplined after a result of neighbor's window being broken after school hours and contacted police (portal to portal).

*Action: The classroom teacher returned for 4<sup>th</sup> quarter. We will continue to implement PBIS at Cavett Elementary School, incorporating more training for teachers and substitutes who enter our classrooms by providing subs with PBIS Folders that contain explicit instructions and the proper materials for implementation.*

**MTSS Team Meeting Agenda**

Date: report for Q3 Site: Cragin LSC: Jan Milligan  
 Persons present: Leadership team consisted of Lina Amezcua (SPED teacher), Don Hurst (office manager), Alexander Rodriguez (magnet coordinator), Nate Edwards (principal), Kyle Brody (dance teacher), Jan Milligan (LSC), Michele Harbour (primary teacher), Elaine Buckner (student equity), Jennifer Titley-Rubio (social worker), Kay Thill (intermediate teacher)

<b>Task</b>	<b>Notes</b>
<p><b>Review of Discipline Data</b>                      (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)</p>	<p>We reviewed the discipline data from 3<sup>rd</sup> quarter. We had a total of 54 violations 2<sup>nd</sup> quarter with a total of 23 3<sup>rd</sup> quarter. So we have cut our violations by more than half. Most of the violations left are level one and two in the GSRR handbook. We are in the process of setting up our PBIS system for teachers to take care of level one and two offenses.</p> <p>We also have cut the number of ethnicities that have discipline incidents out of proportion. We are now only having two ethnicities that we need to examine, Multi-racial and African American. We only had one African American with one incident (out of 23 incidents for all races) and this was a level 2 and should have been taken care of in the classroom. There was no Multi-ethnic female student with any incident in third quarter, so we think that was a mistake.</p> <p>Please note that the leadership team meets once a month to ensure that trends are dealt with quickly and those notes are available if the reader would like more specifics. They afford much more detail than this report. Monthly, we examine the incident report to see what extra services the student is already getting and decide if more needs to be put into place. We are lucky to have an employee from Student Equity who is full time at Cragin. She attends every meeting. We placed some of the students in quarter 3 on the list for her to mentor. Some other students were placed in various groups that the social worker runs. Our social worker also has contacted some of the parents on our list to refer them to outside services. Our SPED teacher gives us good intervention ideas for academic issues which at times affect behavior. We also discussed how the students responded to restorative practices conferences run by the LSC or the principal. We looked at helping teachers when we felt the PBIS procedures were not running smoothly due to teacher inexperience. We ask teachers to place students in the MTSS process if we feel more intensive interventions are needed. Most students on the list have made progress since the beginning of the year. With all of our students we are using refocus procedures and rewards for good behavior. We are doing multiple restorative practices conferences with all of the students on our incident report. Most are responding well. We also have after school detention and lunch detentions as steps before suspensions.</p> <p>Parent GSRR presentation was made Friday, December 12<sup>th</sup>.</p>

<b>School-Wide Corrective Action</b>	<b>Action Needed</b>	<b>Person Responsible</b>
<p>(What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)</p>	<p>Train teachers to take care of level one incidences in the classroom and level two with a buddy teacher. Rewrite the discipline matrix to match the GSRR.</p> <p>Give teachers a list of discipline interventions to use for levels one and two.</p> <p>Our action plans for repeat offenders are in the monthly reports posted on the LSC website. We revised action plans each month if the previous plans for a student were not working.</p>	<p>LSC Principal</p>

PBIS Review	Notes	Action Needed	Responsible
(What positive interventions have been used recently? What changes need to be made?)	Go over PBIS procedures with students more often. Train teachers to do more restorative conferences and circles.		LSC
<b>MTSS Behavior (example)</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log:			
<b>MTSS Academics (example)</b> (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log:			
Other			

General Summary of Meeting: \_\_\_ We are happy with the way MTSS meetings during our leadership meetings help us address concerns quickly and try new interventions with students when needed. Restorative Practices and PBIS are both used effectually school-wide.

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