

APPENDIX VI – 40

Central Office Discipline Committee Review Team

Invitees: Eugene Butler, Richard Foster, Halley Freitas, Ana Gallegos, Abel Morado, Martha Taylor, Julie Tolleson, Adrian Vega

Date: 30 Sept. 2015

Agenda

1. Introduction and Purpose of Review Team
2. How to monitor and support 'hot spot' schools?

Actions:

- Principals were trained at ILA on 3 Sept. 2015 on how to fill out the Site Based Monthly Discipline Report that they must submit to their directors by the 10th of each month.
- Discussed how schools now have a form to document and submit discipline incidents to leadership on a monthly basis. What will we do with this data?
- Martha and Halley will create a tracking form so that this review team has specific schools to examine.
- Martha and Halley will bring the draft framework to the next meeting

Central Office Discipline Committee Review Team

Invitees: Eugene Butler, Richard Foster, Halley Freitas, Ana Gallegos, Abel Morado, Martha Taylor, Julie Tolleson, Adrian Vega

Date: 08 October. 2015

Agenda

1. Purpose of Review Team
2. How to monitor and support 'hot spot' schools?

Minutes:

- Principal Monthly Discipline Reports are uploaded into the LSC sharepoint site each month
- This team will review that data and make recommendations for all schools or just selected schools? Must finalize process
- Will need to look at coding carefully on discipline dashboard because sites may be using 'out of school suspension' when they send students to ISI
- Dr. Vega has put together a PBIS team. How best to use them with this review team?
- Process must include review of how schools document discipline and what available supports the hot spot schools have

Actions:

- Martha and Halley will put together a step by step instruction sheet on how to gather and report data to this team for next meeting

Central Office Discipline Committee Review Team

Invitees: Eugene Butler, Richard Foster, Halley Freitas, Ana Gallegos, Abel Morado, Martha Taylor, Julie Tolleson, Adrian Vega

Date: 26 October. 2015

Agenda

1. Purpose of Review Team
2. How to monitor and support 'hot spot' schools?
3. Review Draft Central Discipline Quarterly Form

Minutes:

- Even though we have hot spot schools, still need to review all data to be aware of what is going on
- Should the recommendations from this review team go to SLT?
- Abel notes that when looking at data, we are unaware of the trends without some prior investigation into the occurrences. Each situation is different
- Martha suggests that we meet monthly to keep on top of the data for ongoing monitoring. Since the monthly discipline reports are submitted to leadership by the 10th of each month, our review team should meet on the 12th of each month.
- Quarterly meetings would be different in that we would focus on specific hot spot school and come up with a plan
- Charlotte Brown's weekly report should be included into our monthly conversations. She documents incidences and length of time suspended. This data may show if inconsistencies exist across the district

Actions:

- Martha and Halley will rework quarterly discipline report
- Dalila will update our meeting schedule with both monthly and quarterly meetings
- Halley will contact TS so that the Discipline Data Dashboard can show a monthly summary for principals (Scott Morrison and David Scott)

Central Office Discipline Committee Review Team

Invitees: Eugene Butler, Halley Freitas, Ana Gallegos, Abel Morado, Martha Taylor, Julie Tolleson, Adrian Vega

Date: 02 November. 2015

Agenda

1. Purpose of Review Team
2. How to monitor and support 'hot spot' schools?
3. Review Draft Central Discipline Quarterly Form

Minutes:

- Need to let principals know at ILA how our review team is looking at the data so that they are familiar with the process.
- Will house this meeting and the minutes, agendas etc. on sharepoint under Deseg
- Need to review all schools with ISI. They should not have many short term suspensions. ISI should take care of those issues. They should only really have long term suspensions.

Action:

- Halley will train all the directors (equity and leadership) on how to fill out Quarterly Central Discipline Form using the Discipline Data Dashboard
- Julie will compile the arrests reports from the schools as an additional piece of information.
- Need to schedule time to discuss Corrective Action Plan (CAP) and process (renamed District Support Plan to sound more positive)

Central Office Discipline Committee Review Team

Invitees: Eugene Butler, Halley Freitas, Ana Gallegos, Abel Morado, Martha Taylor, Julie Tolleson

Date: 16 November, 2015

Agenda

1. First review of Central Quarterly Discipline Form completed

Minutes:

- Halley trained Tsuru, Maria, Jimmy, Charlotte, Roxane, Holly, Kathy, Maria, Chuck, Michael, Herman, Ana, Abel, and Holly on how to fill out the Quarterly Central Discipline Report
- Halley revised the form to make it more user-friendly based on feedback from the directors.
- Review team discussed the process and the output to determine if the process is worthwhile. All agreed that the process was good and that we should continue with it.
- Hot Spot schools were identified through this process such as
 - ES - Cragin, Hudlow, Holladay
 - K8 - Booth Fickett, and Hollinger
 - MS - Secrist
 - HS – Palo Verde and Cholla
- The form needs to be revised more because it asks different types of discipline data which brings up different schools and issues. We need to decide how to prioritize what we want to focus on (e.g. suspensions versus total discipline incidences)
- The process forced the directors to delve more deeply into the data and to spend time on the data dashboard. The identified schools did not surprised them and Directors are already working at those schools to resolve discipline issues, but this process provided the larger picture rather than dealing with individual incidences.
- As a committee, we ran out of time with the discussion of the form and its functionality to decide what and how to support the hot spot schools in a coordinated fashion. We will continue this discussion in our next meeting.

Action:

- Eugene said that his directors were making plans to provide support to specific schools based on the data from these forms.

Central Office Discipline Committee Review Team

Attendees: Richard Foster, Michael Konrad, Eugene Butler, Halley Freitas, Abel Morado, Martha Taylor, Julie Tolleson

Date: 12 December, 2015

Items:

1. Data Views – what should we review monthly vs. quarterly? What should we have in advance?
 - a. Monthly Meetings:
 - Gives Equity Department opportunity to act in schools.
 - Ability to ‘put out fires’ early with principals.
 - Provides a ‘heads up’ for directors
 - Identifies improper suspensions and discipline violations
 - b. Quarterly Meetings:
 - Summary data
 - Review of quarterly data form and next steps
 - Result of the meeting may be CAP recommendations
 - ISI/DAEP data review
 - c. Other issues that need attention:
 - Directors need better system of communication with principals
 - How to keep up with the Mohave data?
 - Charlotte Brown should be included in the monthly meetings to review data
2. November 2015 Discipline Data Review
 - a. Site-level discipline report (SBDR) review (compliance and quality)
 - i. What is the protocol?
 - ii. Inconsistent data entry by schools. Compliance has been reached, now we need to focus more on the type of data that is submitted
 - iii. Table 2 on the SBDR is labor intensive to name all of the students. Is it necessary? Additionally, the names must be redacted to use as evidence in USP.
 - iv. Number of referral not well documented on SBDR. Only asks for the number of teachers with top referrals. However, the Incident Tracking Form, filled out by the LSC’s, documents all incidences and tries to capture what Mohave does not (time and place of incident). The ASSUMPTION is that all of these incidences began with a referral and by default becomes a referral list. This form is also labor intensive for LSC’s to fill out and it may not be filled out consistently. Limited oversight and monitoring of how data is entered.

- v. Sites should also have a paper folder with a universal paper referral according to Eugene Butler. No electronic version is available district wide yet. This paper file is supposed to be kept in the principal's office.

 - b. Sharepoint storage of site-level documentation
 - i. Richard will create a folder with Director access only for the SBDR. Directors will review and then 'save as' into our Director's folder so that the committee can view the reports.
 - ii. Where will this folder be housed?

 - c. Sharepoint storage of central-office documentation
 - i. Should the CAP be stored in the same folder as the SBDR?

 - d. Review November suspension and abeyance logs
 - i. Not discussed
3. 'Hot Spot' sites
- a. Are any in need of a formal corrective action plan?
 - i. Not discussed

 - b. Are any principals or teachers in need of more formal (disciplinary) action?
 - i. Doolen: lots of incidents and may be a data entry issue. Michael will talk to new AP and explain how to code and document discipline properly.

Other issues:

- Request to David Scott to update dashboard to include ISI
- Do not have ready-made way to know how long students are suspended for in DAEP or ISI. Can this feature be added to Charlotte's list? What is the consistency of days suspended across schools?
- Hearings are supposed to occur within 3 days of incident according to Sanchez. Typically, it takes us 5 – 7 days for a variety of reason including scheduling with parents and also scheduling with the hearing officers. Often need to be rescheduled to accommodate invited parties.

- 4. Determine meeting length (1, 1.5, 2 hours?)
 - a. Not discussed

Next meeting January 15, 2016 2:00pm Grey Conference Room (Quarterly Review)

Central Office Discipline Committee Review Team

Attendees: Richard Foster, Halley Freitas, Ana Gallegos, Martha Taylor, Julie Tolleson, Charlotte Brown, Abel Morado, Lorena Escarcega

Date: 6 January, 2016

1. Review of discipline data

- a. Huge decline of disciplinary incidents from 2014-15 to 2015-16 quarter 1
- b. Is the data real, is it being recorded accurately? What is going on? How can we know?
- c. This year, principals were told specifically that culture and climate issues are to be entered into Mohave Intervention block. If a consequence is assigned to the incident, then it is entered into AzSAFE
- d. Could a part of this difference in the data from last year to this year be attributed to how data was entered?
- e. We need consistency across schools (eg Sabino entering all tardies). Also, historically schools have had different practices about entering data. Currently, it is very hard to monitor data entry into Mohave because it was not designed to serve this function. In order to see the data, each student record needs to be opened individually.
- f. Trying to get clarity and definition between 'incident' and 'intervention' because that misunderstanding leads to variability in data entry practices. The first semester was to bring all schools into compliance about the submission of the monthly discipline report which we have achieved. This semester, we need to look more closely at the data entry process.
- g. Quarter 2 has higher numbers of discipline and suspensions than Quarter 1 which is to be expected.
- h. When did each school get their ISI teacher? Did that addition of the teacher change the discipline data? We need to learn more about the impact of the ISI teacher at schools.
- i. Suspension data: Santa Rita is small but has consistently high suspensions. Elementary school data has gone up more from Q1 to Q2. Appears to be mostly aggravated assault in the early grades
- j. Disparity data is where we really need to focus on the schools, the principals, culture, teachers, and PBIS

2. Student perspective is needed

- a. We should look at SQS and the Student Survey of teachers to understand the culture and climate from the student perspective.
- b. The Student Survey of Teachers data will be available this week, but need a webpage developed to be able to present data
- c. Also, the African American focus groups data will be available at the end of June.

3. Monitoring Needed

- a. Types of infractions by ethnicity
- b. Infractions and how many days suspended by ethnicity
- c. Charlotte does look at infractions that raise red flags
- d. Dr. Morado wants to send Lorena to each school and to sit with the admin staff and go through the data
- e. Level 2 should not be suspended at all. Perhaps this data can be monitored by Charlotte in her logs
- f. Dr. Morado will set up a separate meeting just for discipline with his directors and Lorena will be a part of the process. They will invite Charlotte and Halley too.

4. Central Office Discipline Report Quarterly

- a. Changes to form: need to document what is being done with teachers who refer a lot. We need to add a table in this central form to document what is going on at the schools. How many Performance Improvement Conversations occurred this month pertaining to discipline? One table for principals and one for teachers and what action has been taken needs to be added. Have the principals met with those teachers, are they going to meet with them, etc. What type of conversation? What supports are in place? What is the context?
- b. The data is asked for on the monthly form and needs to be captured on the central data form. However, the monthly form is viewable by LSCs and other administrators and could violate the privacy of teacher who is documented as referring lots of students, especially if an action plan is attached and if the action plan may include discipline by principal.
 - i. Competing values for principals with asking them to document action steps on teachers with high referrals because others can view it. As a rule, reprimands have been private but now with these action plans, a principal may write about a teacher negatively and the rest of the leadership team could see it which is not typical practice. On the other side, USP mandates that we take action because we are in year 3 and we still have teachers who are culturally insensitive and referring a lot.
 - ii. Tracking Options with teachers: Option 1 is that the action plan can be individually emailed to the directors or option 2 is that we create on the monthly form a check list in place of an action plan so that it does not become personalized. Option 3 is that we include it on our own form and directors follow up with principals of concern.

5. Suspensions

- a. What if the students have already gone through ISI and gets in trouble again? They can go back to ISI multiple times. Principals need to be consistent in this practice and allow students to go back to ISI
- b. What about to elevate an offense and send the student to DAEP who repeatedly causes low level infractions and has already been in ISI?
- c. What to do with students who behave VERY badly in ISI? At that point, they are suspended. What about DAEP as an option?

- d. The numbers in DAEP are very low – about half of what was expected at this time. Dr. Morado thought that it may be possible to expand DAEP program for students who behave badly in ISI. They could go to DAEP for a shorter amount of time perhaps.
- e. Get principals together with real scenarios so that they can discuss what to do; this process will improve compliance and calibration. Have the principals discuss the ‘why’ behind their decision making

6. Brainstorming on how to turn discipline around

- a. Bring in specialists from outside who know how to change culture and climate. Do we start with a small number of schools and show success and build out from there or do we implement district wide? E.g. the specialists in Oakland
- b. We have monies to support this process. Perhaps we could embed this into our June admin conference
- c. Another idea is to bring in specialists from Minnesota for courageous conversations

Central Office Discipline Committee Review Team

Attendees: Abel Morado, Halley Freitas, Martha Taylor, Richard Foster, Lorena Escarcega, Charlotte Brown

Date: 15 January, 2016

Discipline Committee Quarterly Review Recommendation Form Quarter 2 data PALO VERDE HIGH SCHOOL

Supports in Place	Communication with Leadership	Supports Needed	Challenges or Barriers	Recommendations
<p>21st CCLC program = tutoring and clubs are robust</p> <p>Collaborate well with AA services</p> <p>SIG</p> <p>SRO</p> <p>Principal has had courageous conversations training</p>	<p>Leadership has been out to the school on a regular basis. Each quarter had a 'big event' that included multiple students</p> <p>Director is mentoring principal with protocol and discipline issues with GSRR guidance</p>	<p>Additional resources available = \$250,000 must be spent by Sept. from SIG.</p> <p>Staff may need cultural competency training to build relationships e.g. courageous conversations</p> <p>Perhaps more success specialists</p> <p>Security booth or tent is needed and gates need to be closed for increased security</p> <p>Need to evaluate high discipline schools from multiple data points including academic, discipline and other variables so that we can prioritize which schools need to have a care team come out to schools to solve problems before they get out of hand</p> <p>Academics: PV is scoring about at the district average. What to do with the students who score poorly or drop proficiency?</p> <p>if the BM do not align with the class grade – which is the correlation</p>	<p>Some fights off campus e.g. park – maybe an 'arranged' event. Grey area when off school grounds. Admin was not tipped off.</p> <p>Assaults off campus and then students run back onto campus</p> <p>SM does not approve of courageous conversations</p> <p>Disciplined students are not engaged in school culture</p> <p>SRO may not be good fit</p> <p>Where are the incidents happening most frequently? Easy to leave campus with unsupervised areas nearby</p>	<p>Character development e.g. capturing kids hearts or 7 habits – social, emotional realm with relationship strengthening between staff and students</p> <p>Community building</p> <p>Community involvement is needed such as TPD</p> <p>Maybe through 21st CCLC partnership</p> <p>Changing SRO</p> <p>Lorenzo should provide training to staff on CRC – need to collaborate with Herman</p> <p>Basic Management protocol is needed to be strengthened: before school, passing period, after school</p> <p>Bus should drop off students in parking lot so that they are on campus and cannot walk over to the McDonalds or Starbucks.</p> <p>Full security walk around facility is needed for school (Jeff Colman) to identify exits, etc. Need this done by Rodeo Break with documentation of entire facility (Butler and House). This walk should happen in 'real time' with students so that they can observe student behavior. Before school, during school, after school.</p> <p>Mini support team to be deployed to Palo Verde to understand strengths and weaknesses. How to be proactive rather than reactionary.</p> <p>How to support struggling principals – perhaps spend a few days with exemplary schools and principals in the district to see how to manage effectively</p>

Central Office Discipline Committee Review Team

Invitees: Eugene Butler, Halley Freitas, Ana Gallegos, Abel Morado, Julie Tolleson, Richard Foster, Lorena Escarcega

Date: 15 February, 2016

Minutes:

1. For High schools, have completed plan only for PV for Q2 only.
 - Santa Rita, Secrist, Utterback need the forms to be filled out for quarter 2 reports because they are hot spots. Tomorrow we will fill out the Q2 form
2. For elementary school, Holladay is the school with the hot spot.
 - Need these Q2 reports for SLT tomorrow. Abel and Ana will have the directors fill out these forms today and we will review tomorrow before SLT.
 - Kathy will work on Holladay and Lorena will work with the directors for MS and HS.
3. No monthly discipline reports for February:
 - Utterback
 - Vail
 - Sahuaro
 - Cholla
4. Abel and Ana will pull in delinquent schools and retrain them. The following schools are struggling with Table 4:
 - High School: Catalina, SR, Sabino, THMS,
 - MS: Secrist, Valencia, Gridley, Magee, Doolen, Mansfeld
 - K8s: BF, Dietz, Hollinger, Roberts-Naylor

On Wednesday, Feb. 17 at 4:00pm, Abel will invite all MS and the 4 hot spot HS to review how to fill out report.

Maybe the form needs to be changed. Table 4: Support and/or action taken with teacher. What is administrator doing to support teacher? What supports are being provided for teachers? The form documents what is happening with students, rather than with teachers. This table is about teachers, not students.

- Halley will change form and bring to committee tomorrow for review
- Can inform principals in ILA in March

5. In Jan., an uptick in suspensions:
 - Safford 10 suspensions - ISI program
 - Doolen 11 suspensions - ISI program
 - Secrist 17 suspensions – partial ISI program
 - Utterback 26 suspensions - ISI program

6. Elevation = definition is really for the handful of students who move from category 3 to 4. Charlotte will change how she completes her form. Perhaps Charlotte can add ISI to her log and the number of days that they spend in ISI.

7. ISI forms may not be collected properly or filled out properly.
 - Can pull the number of days from Mohave. Julie wants to see if there is a disparity in days a student is enrolled in ISI
 - Need to go in student by student. While looking at the data, it appears that SPED students may receive a longer number of days of participation

8. Suspension logs:
 - How to capture the students who are in long term suspension and OSS with consistency?
 - The data has not been scrubbed and the DOJ has already asked for it
 - Dr. Morado will have ‘his guys’ scrub the data. The majority of the problems are in high schools. Some larger K8s may have issues too.
 - Suggestion for Synergy is to have a distinction between DAEP and long term suspension at home.
 - E.g. a student will have a 30 day suspension or she goes to DAEP. Do not have a way to capture data of DAEP assignment and DAEP enrollment in Mohave. Need a couple of more columns to document this data. How to tell real days suspended versus time spent in program?
 - Charlotte pulls her data directly from Mohave.
 - The DOJ will ask for at least 2 more reports this year; Mohave may need to be modified.

9. PBIS training – part of culture and climate
 - 2 people per district is recommended: Train the trainer model: PBIS
 - \$2900.00 per person

- Once trained, could be a full time job as PBIS trainers – one person to coordinate and another 4 for each level. Could set up trainings throughout the year. We need more monitoring and follow up to build capacity. Would this be a new position? Could this skill be a part of the MTSS position?
- June 6 – 10 is next session
- Holly Colonna and Karen Ward are already trained
- PBIS team from ADE is underway with principals: Tim G-S, Jason Weaver, Matt Munger... and also leadership staff.

10. Abel has his directors reviewing Charlotte's logs when Abel is in SLT. Ana likes the idea and will have her directors do the same.

March discipline data review 4/13/16

Present: Julie Tolleson, Abel Morado, Eugene Butler, Charlotte Brown, Richard Foster, Ana Gallegos, Lorena Escarcega (?),

Julie Tolleson ran the meeting

Overall, not much difference from Quarter 1 overall. The schools that were struggling last month are still struggling.

Some big questions and gaps:

1. Who's in ISI and for how long? Have schools turn in a monthly log? Will new system have a flag or easy way to enter? Andrew Agnew will come to one of the upcoming meetings to clarify.

Morado says recommended time for ISI is 3-5 days. Not a time-out room. Less than 3 makes it hard for schools to do any counseling. Charlotte offers to run a monthly log of ISI.

All the kids who are in ISI should be in MTSS and there should be a way to cross-check. Can Synergy do this? Morado says new coding will require revisiting the contract, but maybe it's worth it. We need to know if ISI is implemented with fidelity and if it helps with recidivism. What's the process to get this info to the directors?

A referral starts the process, there's a code but no way to track. But if it goes to the admin directly, there's no referral although it will be in AzSafe.

We could change the template for the monthly report to include ISI reporting.

Charlotte's reports have ISI. She can show individuals, race, ethnicity by month. She pulls from Mojave. You can run ISI as an action. Morado wants to spot-check a few sites to see if they are tracking the data or not. Are these kids in MTSS?

Actions:

- a. Charlotte will report on ISI for all students throughout the year with race/ethnicity and length of time in ISI. The data does not indicate date.
- b. Lorena will ask principals at Safford, a middle school and 2 high schools with ISI who has been in ISI in Quarter 3, and how many of these kids were also spoken about in the MTSS meeting. That will give us an idea if schools are really tracking this information or just entering it in Mojave and forgetting about it.

Another topic

2. How are we using the data to take corrective action? How are we tracking the corrective outcome? Currently not tracking this for the USP.

Last month we looked at exemplary schools regarding discipline. What are we doing about identifying and replicating these? Example: a full-time psychologist at Rose; also 7 Habits, although Dr. Hawley doesn't like 7 Habits. Can we show it's effective?

Lorena: Can we track environmental factors that contribute to discipline spikes in our schools, when and where? For example, incidents increase when the weather is bad. We ask on monthly discipline report to identify hot spots and times, and schools are doing this increasingly.

Richard: discipline will be entered into Synergy and must be entered kid by kid, not by group.

Julie: Safford has inconsistency data in monthly discipline report. Richard: maybe they don't know how to use dashboard well yet, especially for March because it bridges 2 quarters. They may be reporting for all of Quarter 3, not just March.

3. Looking at high discipline rates at schools for March.

Holladay—a lot in place, improving. Principal going to Rose to see how they do things.

Suspensions—High in March, hot spot schools Q1 and 2-- Secrist, Utterback, Valencia; yellow Grijalva, Sahuaro (multiple fights). Why aren't we seeing improvement in Secrist, Utterback and Valencia? Doolen improved.

Some sites say they have exhausted ideas, ask for help.

Morado: Utterback has lots of staffing but is tough. Secrist doesn't get any extra funding like Utterback does.

Julie: Sabino notes that students feel their actions have no consequences. Are options being pursued there? They won't get ISI.

Sahuaro—not formally reporting suspensions (through letter) to Charlotte.

Morado: Secrist ISI teacher just resigned, wrote Sanchez he didn't feel safe, but did not inform principal of concerns before resigning.

Julie: Utterback very high suspensions. Some DAEP, but too many OSS for long periods. Adding staff hasn't helped.

4. USP requires RPPC for restorative practices. Was Brian Lambert, now Richard's office. Who is it next year? Halley has said discipline is a hurdle to Unitary Status. Morado: This problem runs into the issue of trying to cut central administration. Richard: Cathy Comstock has expressed interest in something like this. Morado: If discipline is a hurdle and the new GSRR is coming out, we can revisit funding for this position.

c. Action?

Morado—directors should be in on these meetings, and Skype principals so they can see the same data. Let's explore this for the coming year.