

# APPENDIX VI – 40

# TUSD School Administrators Professional Development TUCSON UNIFIED SCHOOL DISTRICT

Thursday, June 8, 2017  
8:00 a.m. – 4:00 p.m.  
Duffy Student Services Center – Multi-Purpose Room  
5145 E 5<sup>th</sup> Street

*\*SharePoint Attachment*

## Culture and Climate

**Objectives:**

- ❖ PWBAT utilize a Coaching Calendar to pace key PBIS activities throughout the year.
- ❖ PWBAT discuss TUSD’s discipline for 16-17.
- ❖ PWBAT analyze their school’s discipline for 16-17 and develop goals for 17-18.
- ❖ PWBAT discuss their school’s Culture & Climate Profiles and develop goals for 17-18.
- ❖ PWBAT explore the definition of masculinity and its effect on society.

**I. DISCUSSION/ACTION ITEMS**

	Presenter	Time
1. Introduction	Dr. Trujillo Dr. Morado	30 minutes
2. PBIS Coaching Calendar	Dr. Grivois-Shah, Jason Weaver	60 minutes
3. <b>*BREAK</b>		<b>15 minutes</b>
4. TUSD Discipline Review	Cathy Comstock	45 minutes
5. School Discipline Analysis	Cathy Comstock	30 minutes
6. Culture and Climate Profiles	Cathy Comstock	30 minutes
7. <b>*LUNCH</b>		<b>60 minutes</b>
8. Restorative Practice – The Mask You Live In	Dr. Da’Mond Holt Cathy Comstock	150 minutes
9. Closure	Dr. Morado	30 minutes



## OBJECTIVES

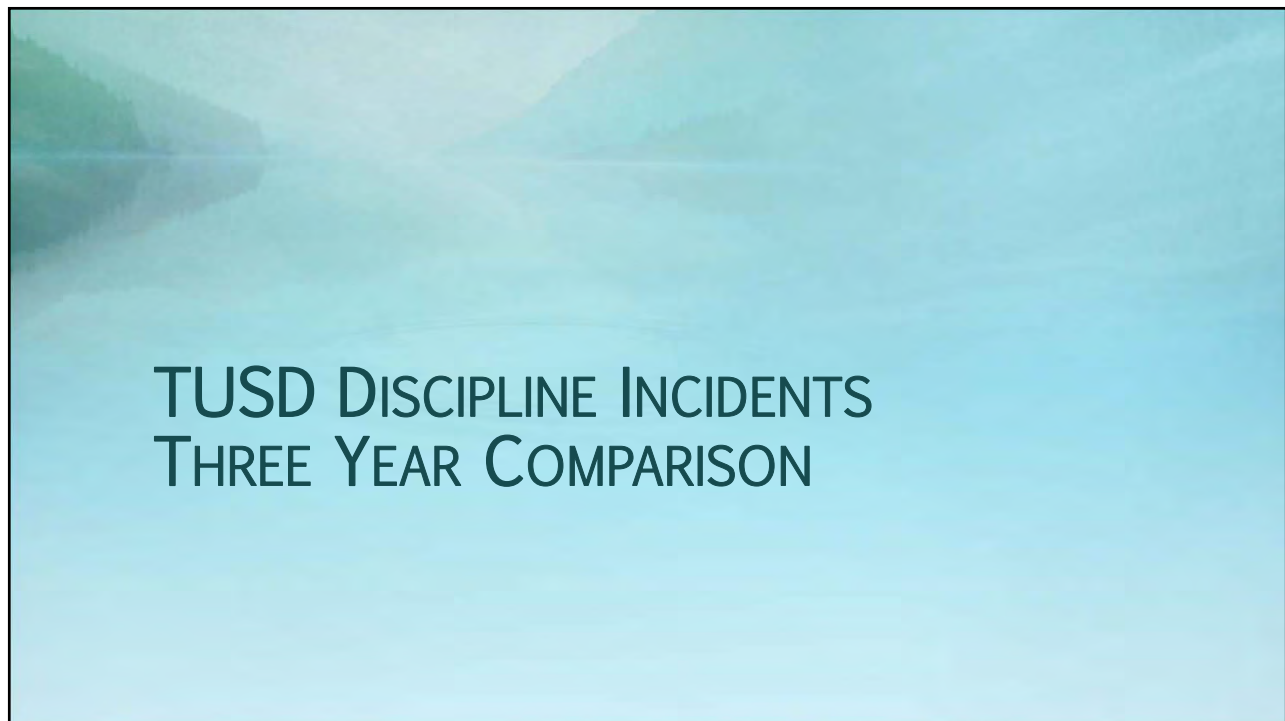
- PWBAT utilize a Coaching Calendar to pace key PBIS activities throughout the year.
- PWBAT discuss TUSD's discipline data for 16-17.
- PWBAT analyze their school's discipline for 16-17 and develop goals for 17-18.
- PWBAT discuss their school's Culture & Climate Profiles and develop goals for 17-18.
- PWBAT explore the definition of masculinity and its effect on society.



**POSITIVE BEHAVIOR  
INTERVENTIONS &  
S U P P O R T**

**POSITIVE BEHAVIOR  
INTERVENTIONS &  
SUPPORT**

Dr. Timothy Grivois-Shah  
Jason Weaver



**TUSD DISCIPLINE INCIDENTS  
THREE YEAR COMPARISON**

## MONTHLY DISCIPLINE COMPARISON

### TUSD Monthly Discipline - Three Year Comparison

\*Source - TUSD Data Dashboard

#### All Students

	2014 - 2015		2015-2016		2016-2017		14-15 to 16-17	15-16 to 16-17
	Incidents	Percent	Incidents	Percent	Incidents	Percent	Change	Change
August	842	1.73%	405	0.85%	555	1.17%	-0.56%	0.32%
September	1228	2.53%	764	1.59%	994	2.09%	-0.44%	0.50%
October	1102	2.27%	687	1.44%	726	1.54%	-0.73%	0.10%
November	1244	2.58%	784	1.65%	742	1.58%	-1.00%	-0.07%
December	998	2.09%	519	1.10%	634	1.36%	-0.73%	0.26%
January	1070	2.24%	762	1.61%	481	1.03%	-1.21%	-0.58%
February	1250	2.63%	927	1.97%	653	1.41%	-1.22%	-0.56%
March	942	1.99%	786	1.67%	698	1.51%	-0.48%	-0.16%
April	1156	2.45%	982	2.10%	761	1.65%	-0.80%	-0.45%
May	655	1.39%	873	1.88%	703	1.53%	0.14%	-0.35%
TOTAL	5874	11.23%	4561	8.86%	4510	8.89%	-2.37%	0.03%

## AFRICAN AMERICAN DISCIPLINE COMPARISON

#### African American Students

	2014 - 2015		2015-2016		2016-2017		14-15 to 16-17	15-16 to 16-17
	Incidents	Percent	Incidents	Percent	Incidents	Percent	Change	Change
August	144	3.44%	72	1.70%	100	2.32%	-1.12%	0.62%
September	200	4.78%	112	2.63%	176	4.03%	-0.75%	1.40%
October	171	4.08%	132	3.09%	129	2.96%	-1.12%	-0.13%
November	210	5.05%	133	3.12%	122	2.80%	-2.25%	-0.32%
December	168	4.08%	96	2.29%	103	2.40%	-1.68%	0.11%
January	204	4.96%	116	2.77%	87	2.01%	-2.95%	-0.76%
February	211	5.16%	123	2.93%	83	1.92%	-3.24%	-1.01%
March	167	4.09%	121	2.87%	106	2.46%	-1.63%	-0.41%
April	199	4.86%	137	3.24%	118	2.78%	-2.08%	-0.46%
May	102	2.52%	116	2.74%	103	2.45%	-0.07%	-0.29%
TOTAL	880	18.70%	634	13.05%	669	13.64%	5.06%	0.59%

## HISPANIC DISCIPLINE COMPARISON

Hispanic Students								
	2014 - 2015		2015-2016		2016-2017		14-15 to 16-17	15-16 to 16-17
	Incidents	Percent	Incidents	Percent	Incidents	Percent	Change	Change
August	456	1.53%	224	0.76%	302	1.03%	-0.50%	0.27%
September	672	2.26%	382	1.30%	519	1.78%	-0.48%	0.48%
October	607	2.05%	334	1.14%	393	1.35%	-1.21%	0.21%
November	702	2.38%	415	1.43%	404	1.40%	-0.98%	-0.03%
December	550	1.88%	283	0.98%	360	1.26%	-0.62%	0.28%
January	561	1.92%	438	1.51%	265	0.93%	-0.99%	-0.58%
February	663	2.28%	561	1.95%	404	1.42%	-0.86%	-0.53%
March	482	1.66%	460	1.60%	410	1.45%	-0.21%	-0.15%
April	596	2.07%	556	1.94%	437	1.55%	-0.52%	-0.39%
May	351	1.22%	561	1.97%	337	1.34%	0.12%	-0.63%
<b>TOTAL</b>	<b>3246</b>	<b>10.26%</b>	<b>2631</b>	<b>8.44%</b>	<b>2587</b>	<b>8.40%</b>	<b>-1.86%</b>	<b>-0.04%</b>

## DISCIPLINE DISPARITY

Discipline Disparity - Three Year Comparison							
	2014 - 2015		2015-2016		2016-2017		
	Incidents	Percent	Incidents	Percent	Incidents	Percent	
White	1178	10.53%	889	8.24%	832	7.97%	
African American	879	18.68%	634	13.05%	669	13.64%	
<b>Disparity</b>		<b>8.15%</b>		<b>4.81%</b>		<b>5.67%</b>	
Hispanic	3247	10.26%	2631	8.44%	2587	8.40%	
<b>Disparity</b>		<b>-0.27%</b>		<b>0.20%</b>		<b>0.43%</b>	



## DEPARTMENT OF JUSTICE FEEDBACK

## DEPARTMENT OF JUSTICE CONCERNS

### • Improper use of Exclusionary Discipline for Level 1 – 2 Offenses

Students were not in class. They were found hiding outside in the breezeway area, creating an unsafe environment for themselves. This behavior is on-going and escalating.	Female	Hispanic	8373 - Aggression > Offender	15289 - TUSD Restorative Conference
			Endangerment > Ongoing and Escalating	Start Date: 05/10/2017
			8374 - Attendance Policy Violation > Other Attendance Violation	End Date: 05/10/2017
			15290 - OSS - Short Term with Services	Start Date: 05/11/2017
			15291 - Reassignment To A Different Class	Start Date: 05/16/2017
				End Date: 05/16/2017
				1-days

## DEPARTMENT OF JUSTICE CONCERNS

### • Improper use of Exclusionary Discipline for Level 3 Offenses

The referral states, "Will not stop talking, even after going to buddy teacher multiple times. Takes things from other students. Plays with water bottle."	Male	Hispanic	6192 - Aggression > Disorderly Conduct	Offender
				Total days: 6
				10993 - Reassignment To A Different Class Start Date: 03/02/2017 End Date: 03/03/2017 2-days
				11007 - Detention Start Date: 03/07/2017 End Date: 03/07/2017 1-days
				11076 - OSS - Short Term with Services Start Date: 03/03/2017 End Date: 03/06/2017 2-days

## DEPARTMENT OF JUSTICE CONCERNS

### • Variation of Dispositions for Identical Incidents

During fifth period on Tuesday, Student A and Student B got into a verbal altercation about some stolen money/property. Words were exchanged and a possible fight was planned for after school. Later, after school on Tuesday, the two students met up at the bus stop and decided to fight down the street. They walked down the street with a group of followers and fought in a business parking lot. They were spotted by a T.A. and broke up the fight.	Male	African American	8136 - Aggression > Fighting > Ongoing and Escalating	Offender
				Total days: 9
				14817 - OSS - Short Term with Services Start Date: 05/03/2017 End Date: 05/15/2017 9-days
During fifth period on Tuesday, Student A and Student B got into a verbal altercation about some stolen money/property. Words were exchanged and a possible fight was planned for after school. Later, after school on Tuesday, the two students met up at the bus stop and decided to fight down the street. They walked down the street with a group of followers and fought in a business parking lot. They were spotted by a T.A. and broke up the fight.	Male	Hispanic	8136 - Aggression > Fighting > Ongoing and Escalating	Offender
				Total days: 4
				14818 - OSS - Short Term with Services Start Date: 05/03/2017 End Date: 05/05/2017 3-days
				14819 - ISS - Short Term with Services Start Date: 05/08/2017 End Date: 05/08/2017 1-days



## DEPARTMENT OF JUSTICE CONCERNS

### • Disproportionate Discipline

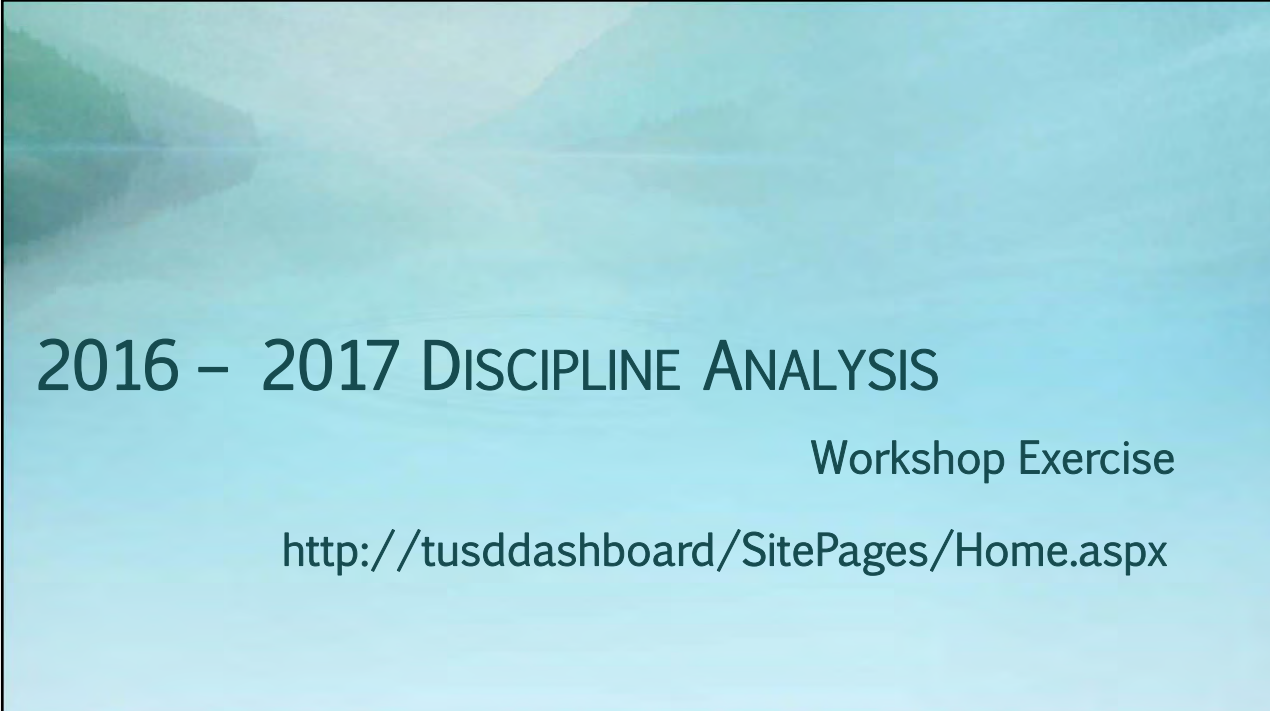
<p>When the student arrived and was sent to the office, he showed signs of being impaired (slurred speech, smell of alcohol). The student met with his counselor, who also expressed a concern that the student might be under the influence. Student was brought to the assistant principal's office.</p>	<p>Male</p>	<p>African American</p>	<p>5035 - Alcohol, Tobacco, and Other Drugs &gt; Alcohol Violation &gt; Use</p>	<p>Offender Total days: 27</p> <p>8917 - OSS - Short Term with Services Start Date: 01/25/2017 End Date: 02/06/2017 9-days 9278 - Reassignment to Other School in District Start Date: 02/01/2017 End Date: 02/28/2017 18-days</p>
<p>Student attended the school prom under the influence of alcohol. Police and parents were notified. Police performed an alcohol test. Student was arrested.</p>	<p>Female</p>	<p>White/Anglo</p>	<p>8228 - Alcohol, Tobacco, and Other Drugs &gt; Alcohol Violation &gt; Use</p>	<p>Offender Total days: 1</p> <p>15817 - OSS - Long Term with Services Start Date: 05/09/2017 End Date: 05/09/2017 1-days 15818 - ISS - Long Term without Services Start Date: 05/10/2017 End Date: 05/10/2017 1-days</p>

## DEPARTMENT OF JUSTICE CONCERNS

“We also have specific concerns that schools are misusing the offenses of “Assault,” “Disorderly Conduct,” “Endangerment,” and “Minor Aggressive Act” to justify imposing exclusionary discipline where it is not permitted by the GSSR and the USP. ”

-US Dept. of Justice, May 23, 2017

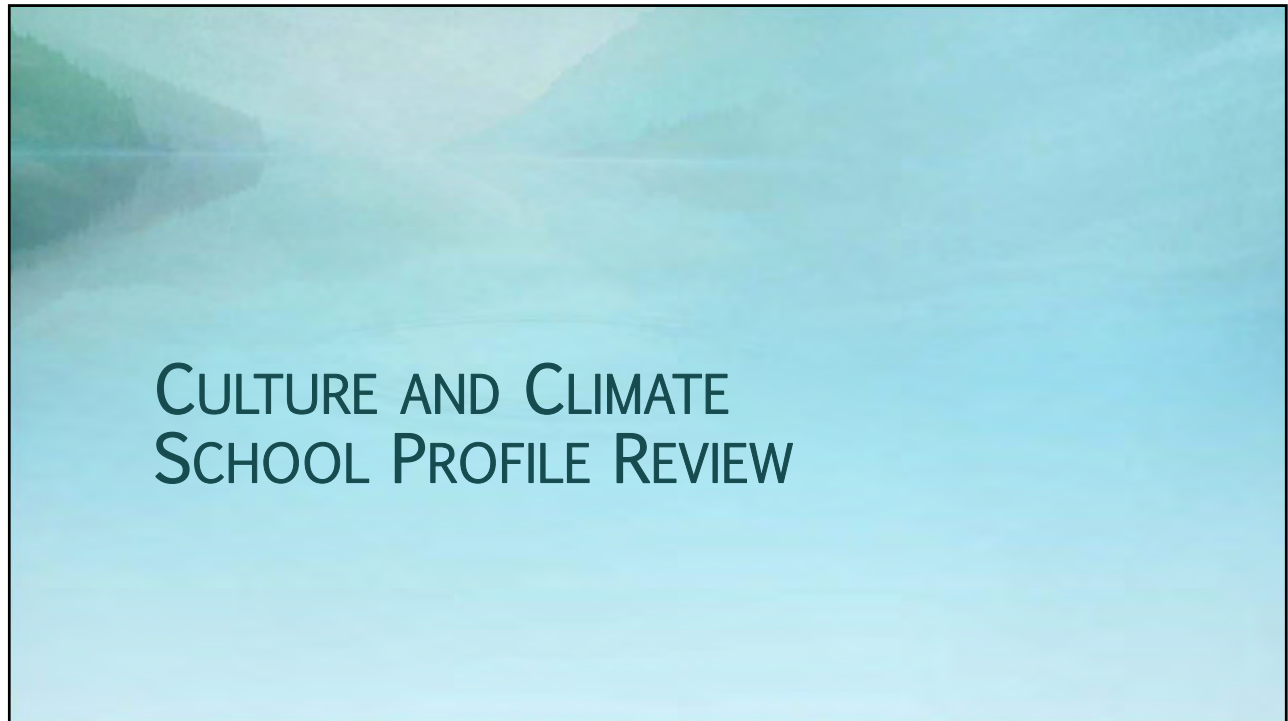
Assault	<ul style="list-style-type: none"><li>· Difference between a Fight and an Assault</li><li>· Intent to injure</li></ul>
Disorderly Conduct	<ul style="list-style-type: none"><li>· Overused to allow exclusionary discipline for lower level offenses</li></ul>
Endangerment	<ul style="list-style-type: none"><li>· Definition - “substantial risk of imminent death or serious physical injury”</li><li>· Usually Recklessness – Level 1</li></ul>
Minor Aggressive Act	<ul style="list-style-type: none"><li>• Level 2 – GSSR does not allow exclusionary discipline.</li></ul>



2016 – 2017 DISCIPLINE ANALYSIS

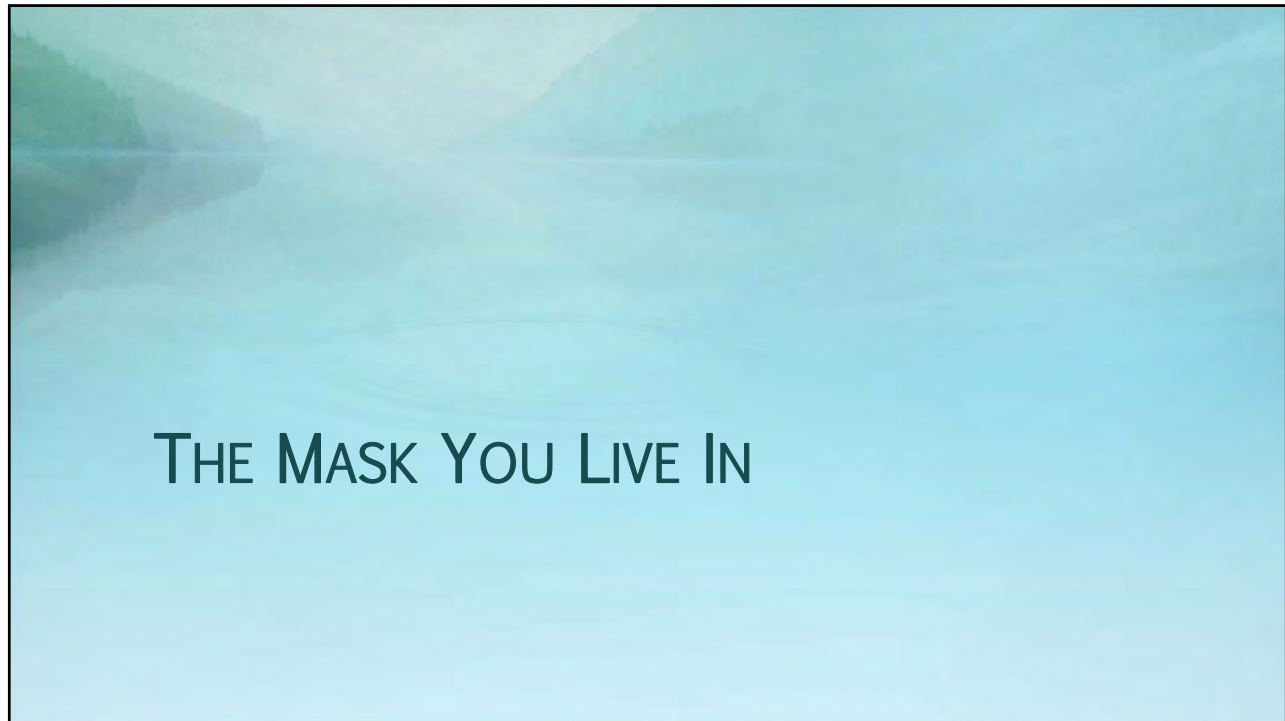
Workshop Exercise

<http://tusddashboard/SitePages/Home.aspx>



SCHOOL QUALITY  
SURVEY RESULTS!

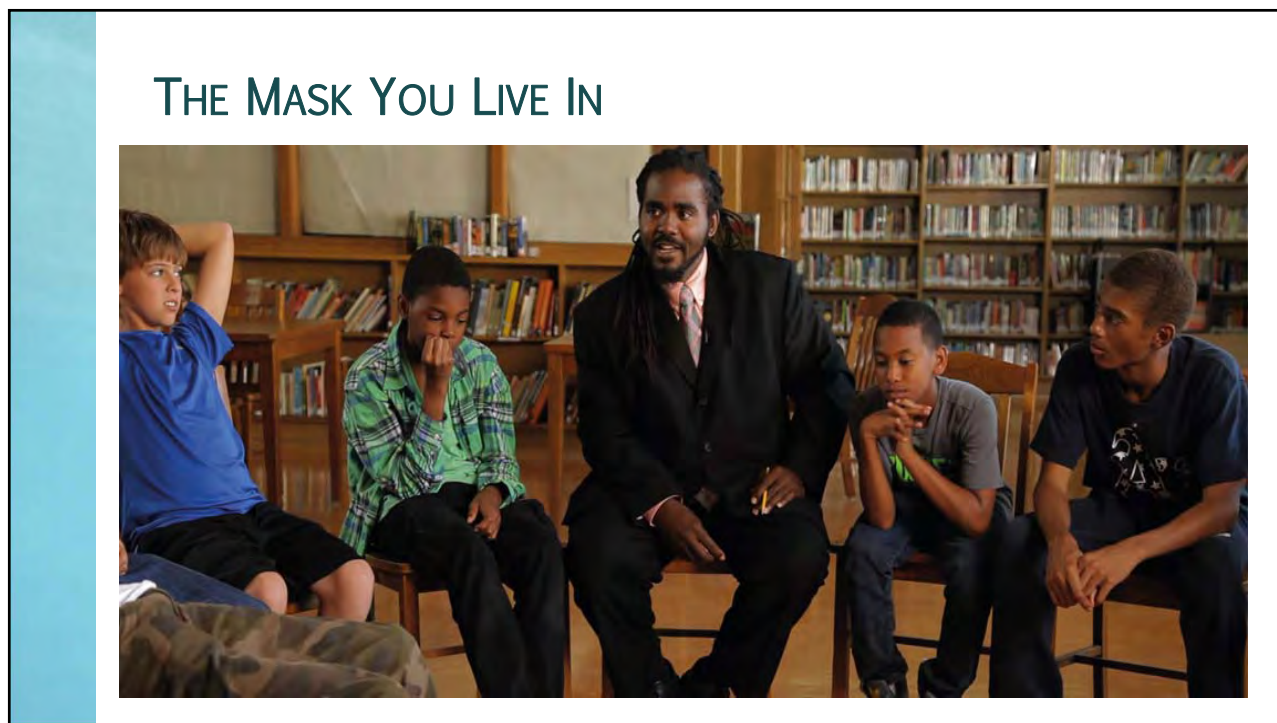
[http://statsnet/paweb/Utility/SQS/SQS\\_Summary.aspx](http://statsnet/paweb/Utility/SQS/SQS_Summary.aspx)



### TUSD DISCIPLINE – GENDER COMPARISON 16-17

	All - # of Incidents	All - % of Incidents	Female - # of Incidents	Female - % of Incidents	Male - # of Incidents	Male % of Incidents
All	4511	8.89%	1277	5.17%	3234	12.41%
White	832	7.97%	217	4.26%	615	11.50%
African American	669	13.64%	212	8.96%	457	17.99%
Hispanic	2588	8.40%	727	4.85%	1861	11.77%
Native American	215	11.92%	62	7.06%	153	16.54%
Asian American	35	3.22%	8	1.50%	27	4.88%
Multi-Racial	172	10.10%	51	6.14%	121	13.88%

<h2>Domestic Violence</h2>	<h2>Suicide</h2>	<h2>Learning Concerns</h2>
<p>Between 2001 and 2012, 2002 U.S. troops were killed in Afghanistan. Over the same period, 11,766 American women were killed by their boyfriends or husbands.</p>	<p>As of 2014, males were four times more likely to commit suicide than their female counterparts, representing 79% of all U.S. suicides. Firearms are the most common suicide method amongst men, while females commonly use poisoning.</p>	<p>Boys are 30% more likely to drop out of school than girls. Boys constitute 65% of exceptional education students, are 5 times more likely to be labeled as hyperactive, and are 4 times more likely to be diagnosed with ADHD.</p>



## After Viewing Discussion Questions

\*Was there any one aspect or moment in THE MASK YOU LIVE IN that resounded the most within you? Were there any statements or facts that you found shocking?

\*What is your definition of masculinity? How has your present-day definition of this word been informed?

\*In what ways are the concepts of masculinity intertwined with sports and athletics?

\*Do you ever wear a metaphorical mask when facing the outside world? What function does it have?



Enjoy an Amazing June!