

# APPENDIX VI - 5

VI.G.1.d (5) Restorative Practice Facilitator Manual SY2020-21



TUCSON UNIFIED  
SCHOOL DISTRICT

TUCSON UNIFIED SCHOOL DISTRICT

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Student Relations and Discipline Department 2020-2021

# Restorative Practices Facilitator

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*Tucson Unified School District History and the Desegregation Order*

The Tucson Unified School District was established in 1867. The District spans 231 square miles, including most of the City of Tucson. It is the second largest school district by enrollment in Arizona and the 110th largest school district in the United States. In SY2017-18, the District enrolled approximately 45,700 students, of whom 61 percent were Hispanic, 9 percent were African American, 20 percent were white, 4 percent were Native American, 2 percent were Asia / Pacific Islanders, and 3 percent were multi-racial. Those students attended 85 schools: 47 elementary schools, 10 middle schools, 15 K8 schools, 10 high schools, and 3 alternative programs. Also during SY2017-18, the District employed more than 7,500 people, including more than 2,500 certificated teachers. The District spent more than \$410 million in the performance of its duties, including approximately \$63 million in funds from taxes levied pursuant to *A.R.S. §15-910(G)* for activities required or permitted by a court order of desegregation or administrative agreement with the United States Department of Education Office for Civil Rights directed toward remediating alleged or proven racial discrimination.

The District currently operates under a desegregation order, referred to as the Unitary Status Plan ([www.deseg.tusd1.org](http://www.deseg.tusd1.org)) arising out of a long-running school desegregation case that began in 1974 and continues to this day. Although the format and the contents of this annual report meet certain requirements of the USP, the District looks forward to the ultimate termination of that decree based on its demonstrated commitment at providing each student with an integrative education experience which includes, but is not exhaustive to the following: cultural diversity and equity, equitable and better access to resources, the development of a more global perspective, exposure to a wider range of experiences and increased expectations.

“The Tucson Unified School District is fundamentally committed to integration, diversity, and equity in fulfilling its mission to educate the children of Tucson, preparing them for productive, fulfilling adult lives in the world community” (Tucson Unified School District, 2019).

That commitment leads to focused efforts in a range of different areas of District operations: student assignment, transportation, faculty and staff assignment, quality of education, discipline, family and community engagement, extracurricular activities, facilities and technology, and a sufficient degree of transparency and accountability to permit reasoned assessment and evaluation.

### Restorative Practices Defined

#### *What is Restorative Practices?*

Restorative practices evolved from restorative justice and is a new field of study in the Western world that has the potential to positively influence human behavior and strengthen civil society around the world. According to The International Institute for Restorative Practices (2019) “Restorative Practices is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities (*What is Restorative Practices?* 2019). Restorative practices is a paradigm shift from traditional rule-based, punitive discipline systems. It is not a program, curriculum, or specific activity. Restorative practices build healthy communities, increases social capital, reduces the impact of crime, decreases antisocial behavior, repairs harm and restores relationships.

### Scope of Practice

The position consists of three core areas of responsibility.

- I. Restorative Circles and Conferences
- II. Classroom Observations
- III. Data Gathering and Data Mining

I. Restorative Circles and Conferences

1. Restorative Circles / Conferences – Building community and responding to harm through dialogue. Specific Responsibilities:
  - A. Restorative Circles – organize and oversee program.
  - B. Includes the use of the *model-mentor-transfer process* to coach and co-facilitate classroom circles with teachers.
2. As a Restorative Practices Facilitator, use the *model-mentor-transfer process* to introduce teachers and staff to classroom circles. For an outline of what this method looks like locate the following document in Appendix A titled – introducing the *model-mentor-transfer process* [to staff].
3. After the model has been completed, the teacher will finish the *Teacher Feedback Questionnaire* (also found in Appendix A) regarding the *model-mentor-transfer process* and the teacher’s reflection on circle implementation.
  - A. Refer to the *Teaching Restorative Practices in the Classroom* document during the pre-introduction to classroom circles phase.
  - B. The process, the types of circles, and a 7-week lesson plan outline for teachers to utilize can be found in Appendix A.
4. Provide ongoing support with restorative circle resources, templates, and guidance in putting together circles.
  - A. Teachers and other staff members may ask questions such as: What do I do if the students are uncooperative? How often should the class have circles? How do I introduce sensitive topics into the circle? What are some examples of instructional circles? For help at



answering staff questions, refer back to Appendix C and locate the list of helpful websites and textbooks to help answer any questions which can arise.

5. Develop and facilitate trainings during professional development time for the staff.

A. The Department of Culturally Responsive Pedagogy and Instruction have professional development presentations on Restorative Practices.

B. In addition, as the Restorative Practices Facilitator, whenever appropriate, be able to present on the following topics: restorative justice, de-escalation techniques, and / or creating a positive climate.

C. Restorative Conferences and Conversations – organizes and holds student conferences, inputs data electronically, and oversees all documentation and / or forms pertaining to restorative practices.

6. Facilitate restorative interventions to help student re-integrate back into school from short term and long-term suspensions.

A. For short-term suspension, review the *discipline action form* located in Appendix B. When students are in ISI and transitioning back into school, meet with all parties involved for a restorative conference.

B. Use the *Facilitating Restorative Dialogue* questions form located in Appendix A for further guidance. In addition, fill out the *Referral for Restorative Conference* form and have all parties sign the agreement. Lastly, the students will need

to complete the *Student Survey* form from Appendix A. The form will ask students questions regarding “their” experience of the restorative conference.

C. Document into Synergy – input data according to the specific documentation procedures and protocols.

D. Long-term suspension – review the *Discipline Action Form* located in Appendix B. When students are returning to school from long-term suspension it is imperative to facilitate a Welcome Circle with teachers, student, parents/guardians, and administration. For the instructions regarding the *Welcome Circle* process, refer to Appendix A. A plan shall be drafted for the student with any noted interventions or goals.

E. Document your findings into Synergy.

7. Develops, organizes, and facilitates student peer-to-peer restorative conversations for conflict resolution.

A. Students, teachers, staff members, or site administration may ask for insight from the Restorative Practices Facilitator about any concerns regarding a conflict they have witness between individuals. It is the Restorative Practices Facilitator’s job to work with the students while using the *Facilitating Restorative Dialogue* questions located in Appendix A. The document is designed to assist the students by identifying the problem, and it will help the students to work together to find a resolution. The findings can offer assistance to clarify questions that staff may have had.

- B. Use the *Restorative Conference Referral* form from Appendix A to write up an agreement for the students' sign.
- C. Ask the students to complete the *Student Survey* found in Appendix A. The survey asks the students to share their feelings regarding their experience of the restorative conversation.
- D. Document your notes into Synergy.

## II. Classroom Observations

1. Assess and assists with restorative practices inside the classroom in order build relationships and develop rapport.
2. Specific Responsibilities – organize and assess (classroom observation).
  - A. Provide 1:1 consulting with any interested teachers and school staff who are in need of additional buy in support with the implementation of Restorative Practices.
  - B. The classroom observation is a procedure used while observing within a classroom or to observe a targeted student in their normal class environ. Observe, document, and then provide suggestions from your findings with regards to the teacher's current class-wide implementation. Use the *Classroom Environment Checklist* tool in conjunction with the empirical observation located under Addendum 1 in Appendix B.
3. Assist and model appropriate approaches to classroom management.
  - A. Working with teachers on how to conduct one-on-one student restorative conferences. Restorative conferencing is a key role the Restorative Practices Facilitator will have. This concept will focus in on

usage of interpersonal communication skills and how to talk to students using “I” statements which will help to build rapport with a targeted student.

B. Coach the teachers and staff at recognizing student triggers and how to respond appropriately in order to help those students to de-escalate (see Appendix B).

### III. Data Gathering and Data Mining.

1. Responsible for data collection and extrication of school data from: TUSD Data Dashboard, Synergy, and Excel Spreadsheets. The information will be utilized in the creation of the site’s weekly and monthly discipline reports (see Appendix B for a blank copy of the monthly discipline report – or go to the document in MS Office 360; click on SharePoint> click> Student Relations).

A. The weekly report, including the discipline analysis from each of these days of the week – Wednesday through Tuesday – will be used to formulate the weekly discipline report. This report will be presented to the discipline team on a weekly basis. The monthly discipline meeting will be scheduled during the month so that site administration and the discipline team will have ample time to identify the trends before any appropriate action steps, if any, are implemented. With regards to new systems, interventions, and its overall impact on school climate any data analysis the discipline team presents will need to be included into the monthly discipline report.

2. Specific Responsibilities.

A. Data gathering and data mining.

1. Provide leadership to the discipline team on the integration and implementation of restorative practices to improve conditions for learning, reducing suspensions, and increasing academic engagement.

A. The Restorative Practices Facilitator will be responsible for organizing the discipline team. The “team” may consist of the following people: Principal, Assistant Principal, Dean of Students, ISI Teacher, MTSS Coordinator, and / or any support staff. The discipline team will analyze the current interventions that are in progress and their effectiveness at reducing disciplinary action on campus. In addition, the discipline team will review the *teacher feedback questionnaire* and the *student survey* from Appendix A.

1. Provide data collection, progress monitoring, and program evaluation to determine the efficacy of restorative practices elements used to increase safety, reduce racially disproportionate discipline, and to reduce the number of incidents requiring a disciplinary referral.

A. As a Restorative Practices Facilitator, data mining technique is used for the following programs: Data Dashboard, and Synergy. In order to complete the monthly discipline report the discipline team will meet to collaborate and finalize any section of the report requiring additional information or data. The report is presented to the discipline team before

the 10<sup>th</sup> of each month and uploaded to the appropriate regional section in MS Share Point.

2. Analysis of restorative conferences and circles to demonstrate initiative progress and effectiveness.

A. In order to determine the effectiveness of restorative practices at the site, utilize the *teacher feedback questionnaire* and the *student survey* (Appendix A).

Restorative Circles and Conferences

**Appendix A**

**Restorative Circles**

Introducing the model-mentor-transfer process to staff

Teaching Restorative Practices in the Classroom

**Restorative Conferences and Conversations**

Referral for Restorative Conference

Welcoming Circle and Plan

Facilitating Restorative Dialogue

Sample Forms

## COACHING USING THE MODEL, MENTOR, AND TRANSFER PROCESS (MMT)

The RP Facilitator can support teachers in circle keeping and restorative conversations using the Model, Mentor, and Transfer (MMT) process. This is a process that involves a coach partnering closely with a new practitioner. The coach uses an observation tool to promote a processing dialogue regarding circle keeping behaviors and language.

This process has three strategies:



## ENGAGING THE MMT PROCESS, STEP BY STEP

1. Schedule a time to meet with each teacher (mentee), and orient them to the circle process, using the following roles of a circle keeper:
  - The circle keeper is not responsible for “fixing” or “managing” anything.
  - The circle keeper is a servant of the circle. The circle keeper does not run the circle, but empowers the circle to run itself.
  - The circle keeper is responsible for creating and holding a safe space, the keeper models the art of listening and asking well formulated prompting questions.
2. Invite the mentee to observe you holding an RJ Circle.
3. Give the mentee a copy of the observation tool, and ask them to take notes, focusing on one aspect of the circle.
4. Establish a time to debrief the circle and provide feedback.
5. Schedule a time for the mentee to facilitate a circle, while the RJ Coordinator observes and fills out the observation tool.
6. Set a time for the RP Facilitator to provide feedback and identify strategies to build circle-keeping skills.



### OBSERVATION TOOL

Date:

Circle Type: Tier I II III

Circle Keeper(s):

Grade Level: TK K 1 2 3 4 5 6 7 8 9 10 11 12

Mentor:

Mentee:

Select a focus: **THE CIRCLE-KEEPER...**

Has adequately prepared.

Engages as a circle participant while holding the space.

Addresses and redirects harmful or problematic behaviors in circle.

Addresses racial and gender inequities that arise in circle.

Creates a safe space.

Shares power and responsibilities in the circle.

Addresses the needs of circle participants.

Creates an inclusive space.

Describe 3 examples of the selected focus area:

- 1.
- 2.
- 3.

SEE



What did you see from the circle keeper?


- 1.
- 2.
- 3.

Questions

What did you see from the on-task students?

- 1.
- 2.
- 3.

Questions

	<p>What did you see from the off-task student(s)?</p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol> <p>Questions</p>
<p><b>HEAR</b></p> 	<p>What did you hear from the circle keeper?</p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol> <p>Questions</p>
	<p>What did you hear from the on-task students?</p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol> <p>Questions</p>
	<p>What did you hear from the off-task student(s)?</p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol> <p>Questions</p>

## TEACHING RESTORATIVE PRACTICES WITH CLASSROOM CIRCLES

This manual supports the teaching of restorative practices and skills in your classroom. Restorative Practices are a framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right. This manual describes how to hold restorative circles in classrooms. It contains step-by-step instructions for circles that build community, that teach restorative concepts and skills, and that harness the power of restorative circles to set things right when there is conflict.

<https://www.healthiersf.org/RestorativePractices/Resources/documents/RP%20Curriculum%20and%20Scripts%20and%20PowerPoints/Classroom%20Curriculum/Teaching%20Restorative%20Practices%20in%20the%20Classroom%207%20lesson%20Curriculum.pdf>

In this manual you will find the following:

1. Restorative Practices and the Skills of Circle Keeping
2. Varieties of Circle Formats and Circles for Building Community
3. Restorative Circles in the Classroom: Teaching Skills and Settings Things Right

## RESTORATIVE PRACTICES FACILITATOR

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Grade:

Date: \_\_\_\_\_

## STUDENT QUESTIONNAIRE ON RESTORATIVE PRACTICES

Circle the number that best describes your opinion. Leave a line blank if it doesn't apply.

My teacher is respectful when talking about feelings.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1	2	3	4	5

When someone misbehaves, my teacher responds to negative behaviors by asking students questions about what happened, who has been harmed and how the harm can be repaired.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1	2	3	4	5

My teacher uses circles to provide opportunities for students to share feelings, ideas and experiences.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1	2	3	4	5

My teacher asks students for their thoughts and ideas when decisions need to be made that affect the class.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1	2	3	4	5

My teacher uses circles to respond to behavior problems and repair harm caused by misbehavior.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1	2	3	4	5

My teacher acknowledges the feelings of students when they have misbehaved.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1	2	3	4	5

Please add any additional comments below:

Date:  

---

## TEACHER QUESTIONNAIRE ON RESTORATIVE PRACTICES

Circle the number that best describes your opinion. Leave a line blank if it doesn't apply.

I am comfortable talking about feelings with my students.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1	2	3	4	5

When someone misbehaves, I respond to negative behaviors by asking students questions about what happened, who has been harmed and how the harm can be repaired.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1	2	3	4	5

I use circles to provide opportunities for students to share feelings, ideas and experiences.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1	2	3	4	5

I ask students for their thoughts and ideas when decisions need to be made that affect the class.

Strongly Disagree	Disagree	Unsure		Strongly Agree
1	2	3	4	5

I use circles to respond to behavior problems and repair harm caused by misbehavior.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1	2	3	4	5

I acknowledge the feelings of students, like shame, when they have misbehaved.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1	2	3	4	5

Please add any additional comments below:

## Restorative Reflection Worksheet

**NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

1. What happened? (Be as specific as you can.)
2. What were you thinking at the time? What did you hope to accomplish?
3. Who was affected and/or harmed by what happened and how do you think they might have been affected?
4. How might the school have been affected?
5. What was your part in the incident? What can you take responsibility for?
6. What one or two things could you do to make things right?
7. What learning do you think can come out of this?

**Agreement**

I, \_\_\_\_\_ agree to:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\* Apply the ROAR student expectation(s) in your agreement.

Agreement acceptable: Yes \_\_\_\_\_ No \_\_\_\_\_

Student Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Staff Signature: \_\_\_\_\_

RPPF Signature: \_\_\_\_\_

Follow-up Date: \_\_\_\_\_ (One week after conference)

Respect

**Organization**

~~Accountability~~

Accountability

Responsibility

Restorative Agreement Meeting

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Positive Attributes:

About the Student (from the adult) \*\*\* About the adult / the school (from the student)

1.

1.

2.

2.

3.

3.

Concerns from the student:

From the adult:

1.

1.

2.

2.

3.

3.

Agreements:

1.

2.

3.

What can we do to support our success?

Date to check in on progress of Agreement \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Staff Signature



RESTORATIVE PRACTICES FACILITATOR

RESTORATIVE/CONFLICT RESOLUTION AGREEMENT

TODAY'S DATE \_\_\_\_\_

TEACHER NAME  
FACILITATOR NAME \_\_\_\_\_

PEER MEDIATORS  
\_\_\_\_\_

DESCRIBE THE CONFLICT  
\_\_\_\_\_  
\_\_\_\_\_

HAS THE CONFLICT BEEN RESOLVED? (Circle one) YES NO

FOLLOW-UP REQUIRED? YES NO

**Resolution**

Student A \_\_\_\_\_ agrees to:

- Stop
- No Minor Act Aggression/Fighting
- apologize/shake hands
- stay away from Student B
- report problems
- talk about problems
- think before acting
- other

I AGREE TO THIS RESOLUTION AGREEMENT.

Student B \_\_\_\_\_ agrees to:

- Stop
- No Minor Act Aggression/Fighting
- apologize/shake hands
- stay away from Student A
- report problems
- talk about problems
- think before acting
- other

I AGREE TO THIS RESOLUTION AGREEMENT.

Signature of Student A

Signature of Student B

## REFERRAL FOR RESTORATIVE CONFERENCE

Name of Person Making Referral	Date of Incident	Date of Referral
Date of Restorative:	Names of Facilitator(s):	

Name:
Name:
Name:
Name:

Cause of conflict:

- Rumor/Gossip  
  Relationship  
  Personal Item  
  Arguments  
  Threats  
  Fights/Assault  
  Put-Down

### RESTORATIVE AGREEMENT

I agree to try to and resolve my concern by:

- Speaking openly and honestly, but with respect, by not putting anyone down, name calling or fighting
- Being an active listener and listening to understand everyone’s point of view
- Honoring confidentiality by keeping everything that is said in the room between the concerned parties

I understand that any information regarding personal safety issues (harm to self or others) may be reported to the appropriate parties by the facilitators if necessary.

Are all parties willing to resolve this conflict through a Restorative Conversation/Conference/Circle?       YES       NO

In addition to the agreement above, we, the participants of this restorative, agree to the following actions as a means of moving forward:

**By signing below, I agree to hold and to be held accountable to the conditions of this agreement.**

I am in agreement: <input type="checkbox"/> Yes <input type="checkbox"/> No	Responsible Party Signature: _____
I am in agreement: <input type="checkbox"/> Yes <input type="checkbox"/> No	Responsible Party Signature: _____
I am in agreement: <input type="checkbox"/> Yes <input type="checkbox"/> No	Responsible Party Signature: _____

**Student(s) opted out of restorative but agree to the following:**

Something I will do differently moving forward is: _____ _____
I agree to hold and be held accountable to the conditions of this agreement, including: <ul style="list-style-type: none"> <li>▪ Being respectful by not putting anyone down, name calling, or fighting</li> <li>▪ Working towards resolving my conflicts peacefully</li> </ul> Responsible Party Signature: _____ Date: _____
Something I will do differently moving forward is: _____ _____
I agree to hold and be held accountable to the conditions of this agreement, including: <ul style="list-style-type: none"> <li>▪ Being respectful by not putting anyone down, name calling, or fighting</li> <li>▪ Working towards resolving my conflicts peacefully</li> </ul> Responsible Party Signature: _____ Date: _____

**TIER III WELCOME CIRCLE / REENTRY PROTOCOL**

**GUIDING QUESTIONS:** The majority of the circle time is used to address questions that are framed in a positive manner with the intention of identifying needs and generating a plan for supporting the student. Examples of guiding questions:

- What are our hopes for this student at this school?
- What would success look like for this student here?
- What resources are available to help this student achieve success?
- Who will be the “go to” person at this school when the student has questions or needs support? Make sure the student has this person’s contact information.

Time should be allowed for questions or other necessary discussion. The talking piece may be suspended for this conversation if the circle keeper deems it appropriate.

**CREATING A WRITTEN PLAN:** The outcome of the circle is a plan for support. The group will identify one participant who will have the role of monitoring the plan. The decision-making process used shall be consensus. The plan should be written down on an Action Plan form and signed by all parties. Copies shall be distributed to all participants.

**FOLLOW-UP** The participant who will have the role of monitoring the plan will schedule times to check in with the student and follow up with the Behavior Intervention Team (BIT).

**CLOSING** The facilitator will close the circle with a summary of the plan and a round of appreciations.

**ONGOING SUPPORT**

- What do you feel you need to be successful and feel supported?
- What are your triggers? What space do you need when you feel triggered?
- What are your challenges away from school?
- What did you learn from what happened?
- Is there anything in your life that we should be aware of?
- What is new, has changed, or been different?
- Disarming Question: What don’t you like about probation?
- Describe the best day you had at school.
- Name a time you were successful.

When Challenging Behavior	To Help Those Affected
<ul style="list-style-type: none"><li>• What happened?</li><li>• What were you thinking of at the time?</li><li>• What have you thought about since?</li><li>• Who has been affected by what you have done? In what way have they been affected?</li><li>• What do you think you need to do to make things right?</li></ul>	<ul style="list-style-type: none"><li>• What did you think when you realized what had happened?</li><li>• What impact has this incident had on you and others/</li><li>• What has been the hardest thing for you?</li><li>• What do you think needs to happen to make things right?</li></ul>

Data Gathering and Data Mining

**Appendix B**

**Data Gathering and Mining**

RPPF Weekly Discipline Report

PBIS Team Meeting Agenda and Action Plan

Monthly Discipline Report

Discipline Action Form

Classroom Environment Checklist (Addendum)

**RPPF Weekly Discipline Report 2020-2021**

**Student Relations Department**

<b>School</b>	
<b>RPPF Facilitator</b>	
<b>Week of:</b>	

**Attendance**

<b>Principal</b>	<b>Counselor</b>
<b>Assistant Principal</b>	<b>MTSS Facilitator</b>
<b>Dean of Students</b>	<b>Monitor</b>
<b>ISI Teacher</b>	<b>Other</b>

**Number of:**

<b>Disciplinary incidents</b>	
<b>In-School Interventions</b>	
<b>Out of School Suspensions</b>	
<b>Aggression</b>	
<b>How many students did you see for aggression?</b>	
<b>How many students did you follow-up returning from suspensions?</b>	
<b>Location</b>	<b>Bus Bay    Playground    Hallway    Cafeteria Rest Room    Classroom    PE    Arrival Dismissal    Stairs    Field Trip</b>

**Trends**

--

**Circle Actions Taken For Students Given Exclusionary Discipline**

Intervention    MTSS/MTSS Referral    Restorative    District Resource    Outside Resource  
 In-School Intervention    Out of School Suspension    Other \_\_\_\_\_

**Provide Data for Restorative Facilitator Support**

<b>Individual Conference:</b>	<b>Group:</b>
<b>Classroom:</b>	<b>Staff/Student:</b>
<b>Parent/Student:</b>	<b>Parent/Student/Staff:</b>
<b>Staff/Student/Class:</b>	<b>PD Training:</b>
<b>PLC Training:</b>	<b>Other:</b>

**PBIS TEAM MEETING AGENDA AND ACTION PLAN 2020-2021**

**Student Relations Department**

Date	Time	Location	Facilitator	Recorder

Attendance: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**AGENDA ITEMS**


**STATUS OF TASKS FROM LAST MEETING**

- |                |
|----------------|
| 1.<br>2.<br>3. |
|----------------|

**Data Report (Precise problem: What, When, Where, Who, Why)**

- |                |
|----------------|
| 1.<br>2.<br>3. |
|----------------|

**Action Plan**

ACTION STEPS (What and how)	Who?	When?	Goal with Timeline
Prevention			
Correction			
Recognition			
Data Collection			

**Upcoming Events (Kick-off, Booter, Assessment, School Store, Celebrations, etc.)**

<b>Events and Dates</b>	<b>Assigned Tasks</b>	<b>Who</b>	<b>When</b>

**Next meeting date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Location:** \_\_\_\_\_



## 2020-2021 Site-Based Discipline Monthly Report

**School:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Month:** \_\_\_\_\_

**Members Present (by name):** \_\_\_\_\_

Please use the following **data sources** to complete this report:

1. [TUSD Data Dashboard: http://tusddashboard/](http://tusddashboard/).
2. Incidence (Az Safe) Student Detail Report in Synergy
3. Clarity Intervention Tool (when available)

This report must be filled out electronically and submitted to the MTSS Facilitator SharePoint page in your designated School Folder. Go to the folder labeled: Documents > Discipline and drill down to your school:

[http://gateway/dept/CIPDA/lsc/\\_layouts/15/start.aspx#/](http://gateway/dept/CIPDA/lsc/_layouts/15/start.aspx#/)

Sharepoint is a controlled internal website. If you receive an error message, simply click out of the message and then the LSC page will appear.

**This report is due to be uploaded in the MTSS SharePoint by the 10<sup>th</sup> of every month.** The data in this report is from the previous month. *E.g. Submit the September analysis by October 10<sup>th</sup>.*

Name each form by the month from which the data was pulled, the form name, and your school. For example for Miller's October report that is submitted Nov. 10th, the file name is:  
*October2016\_Miller\_DisciplineMonthlyReport*

Data Dashboard information will be used for Tables 1 – 3. To get to the Discipline Data Dashboard:

- [Open the webpage for the Data Dashboard -- http://tusddashboard/](http://tusddashboard/)
- Click on the Student Data box.
- Click on the USP box.

### Instructions to fill out Table 1:

- Double click on the **School Risk Ratio** View at the top of the page.
- Click on the small arrow left of the school level for a drop down menu of schools.
- Click once on your school so that a blue box appears around the school name.
- Record the Number Ratio and the corresponding color in the first two columns below.
- If you do not see a number ratio, it means that you either do not have any White students and/or none of your White students have gotten into trouble yet. You will then need to use the **USP Discipline KPI** link at the top of the same page instead of the Risk Ratio View.
  - On the right-hand box labeled 'School/Level Detail', you will find information to complete the last 3 columns.

Table1: Referrals Summary of Students by Ethnicity				
Type an <b>X</b> next to the YES for the view used:	School Risk Ratio			
	USP Discipline KPI			

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<i>Ethnicity</i>	<i>Number Ratio</i>	<i>Color (Green, Yellow, or Red)</i>	<i># of Distinct Student Incidences</i>	<i># of Distinct Student Enrollment</i>	<i>Discipline % of population</i>
White					
African American					
Hispanic					
Native American					
Asian/PI					
Multi-Racial					

**Analysis:** What are the positive highlights or troublesome hot spots?

**Instructions to fill out Table 2:**

- At the top of the same page, click on the arrow in the box labeled, 'Action Type'
- Uncheck the box next to 'All' and check the box labeled, 'Suspensions'. Click 'OK'
- Go to the Student/Level Detail box on the right
- Under the column 'Distinct Student Incidence', you will see the number of suspensions by ethnicity. Right click on one of the numbers. Next, click on 'Show Details'
- Export to Excel. Copy and paste name, gender, ethnicity, matric number, date, for this month only. Insert additional rows as needed.

<b>Table 2: Suspension Summary of Students by Name and Ethnicity</b> <i>Types of Violations that resulted in Suspensions with Names and Ethnicity</i>						
Student Name	Gender	USP Ethnicity	Mtr Number	Date	Violation Category	Violation

<b>Table 2A: Law Enforcement and School Safety Support Requested</b>						
Student Name	Gender	Ethnicity	Mtr Number	Date	Law Enforcement	School Safety

**Analysis:** What can you infer from this data? Pay particular attention to the violation type. Go to [AZ Safe](#) and/or the Clarity Intervention Tool (when available), as needed, for supplemental student information.

**Instructions to fill out Table 3:**

- Click on ‘Discipline by Week’ at the top of the same page
- Be sure to check that you are looking at your specific school data. Uncheck ‘All’ and then click on the arrow to the left of the School level for a drop down menu of schools. Check your school and click ‘OK.’
- Fill out this table entirely based on the number of Discipline infractions from the Data Dashboard.

Table 3: Total Number of Discipline by Week						
	White	African Am.	Hispanic	Native Am.	Asian/PI	Multi-Racial
Total (All)						
Week 1						
Week 2						
Week 3						
Week 4						
<b>Week 5</b>						

**Analysis:** According to the data in Table 3, is your PBIS approach working? Please explain:

**Instructions to fill out Table 4:** The data reported is school-based and is not available on the Data Dashboard. This table is to document the supports/actions that are provided to teachers, bus monitors, and others with high referrals.

Table 4. Monthly Data Report: Teacher Referrals				
<i>Referral Source</i>	<i># of Referrals</i>	<i>Most Common Type of Incidence</i>	<i>Trouble Areas and Times</i>	<i>Support / Actions Taken with Referrer</i>
Bus Drivers/ Monitors				
Playground/ Grounds Monitors				
Teachers				

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Other: Please Explain				
Other: Please Explain				

Use the following data sources to complete Table 4:

- AZ Safe Incident Detail Report
- Clarity Intervention Tool (when available)
- Your Internal Referral Form and Bus Conduct Referral

**Analysis:** Do you see any patterns when reviewing all of the referrals this month? Please explain:

We had 2 individual students who were given teir 2 supports. We are working with their families to determine a plan that will help them meet the expectations in the classroom.

**Instructions to fill out Table 5:** Please fill out this Rubric by placing an **X** in the box (SA-A-D-SD) that best describes your school this month and add comments for each question.

Table 5. School Culture and Climate				
<i>This month, our</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
a. school culture and climate overall was positive				
Comment:				
b. students fight or show aggression against one another in specific locations at our school				
Comment:				
c. discipline reporting did not include students with repeated offenses				
Comment:				
d. PD on discipline, PBIS, restorative circles, or MTSS was provided				
Comment:				
e. staff showed sufficient cultural competency to meet the needs of our diverse students				
Comment:				

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**6. Cite evidence of programs that successfully supported individual students or small groups by school support personnel (MTSS Facilitator, Equity staff, counselor, etc.) Be specific. E.g. on 8/21/16, counselor presented bullying prevention tips to all 6th grade classrooms.**

- a.
- b.
- d.
- e.
- f.

**7. Provide action steps with an emphasis on the hot spot areas and/or celebrations: E.g. Increase PD on PBIS, put Teacher A on a Targeted Support Plan, Students X and Y are repeat offenders who will receive Z-type of intervention, etc.**

**8. Provide action steps for those teachers needing support: E.g. Mentor, coaching, CSP assistance, Teacher Support Plan, and etc.**

**A. Teacher identifier: E.g. Teacher 1 or Teacher A**

**B. Problem(s) identified: E.g. Teacher 1 is over referring Hispanic students.**

**C. Intervention support provided: E.g. CSP is working with Teacher 1 on classroom management.**

**D. Assessment on teacher improvement: E.g. Teacher 1 has 4 weeks to reduce classmanagement issues by 20%.**

*Continuing Action Steps: (carried over from previous months)*

*New Action Steps: (new to this month)*



Tucson High Magnet School  
 School Phone Number: 5202255000  
**Disciplinary Action Form**

Year: 2018-2019  
 Report: 1

**Student Information**

Last Name:	First Name:	Middle Name:	Gender:	Grade:	Birth Date:
Student ID:	Primary Phone:	Home Room:	Home Room Teacher:		

**Custodial Information**

Mother:	Type:	Phone:
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**Disciplinary Incident**

Incident Date:	Incident time:	Incident ID:	Entered By:	Referred By:
Violation(s):				

**Hearing Information (If Applicable):**

Description:
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**Action Taken**

Disposition Date:	End Date:	Disposition Code:	Days:	Hours:	Staff Name:
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**Action Taken**

Disposition Date:	End Date:	Disposition Code:	Days:	Hours:	Staff Name:
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**Action Taken**

Disposition Date:	End Date:	Disposition Code:	Days:	Hours:	Staff Name:
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**Action Taken**

Disposition Date:	End Date:	Disposition Code:	Days:	Hours:	Staff Name:
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Dear Parent,

The purpose of this report is to inform you of the action taken by the school staff with the expectation to help your child learn from their mistakes. You are encouraged to discuss and support this action with your child.

**If your student has been suspended, please be advised that during the period of suspension, your child may not be on the school campus or the grounds of any school within the Tucson Unified School District without express permission from school administration. Violation of this condition may result in law enforcement action. Please sign this copy and return to school officials.**

**Signatures**

Principal/Designee: _____	Parent/Guardian: _____ <small>(Signature acknowledges receipt of form only)</small>
The charges were explained to the student. The student was given the opportunity to explain his/her involvement or non-involvement.	Student: _____

Please sign this copy and return to school officials

References

**Appendix C**

**Resources**

Addendums

• **Classroom Environment Checklist**

**Domain 2: The Classroom Environment**

2A	2B	2C	2D	2E
<b>Creating an Environment of Respect and Rapport</b>	<b>Establishing a Culture for Learning</b>	<b>Managing Classroom Procedures</b>	<b>Managing Student Behavior</b>	<b>Organizing Physical Space</b>
<ul style="list-style-type: none"> <li>• Respectful talk, active listening, and turn-taking</li> <li>• Acknowledgment of students' backgrounds and lives outside the classroom</li> <li>• Body language indicative of warmth and caring shown by teacher and students</li> <li>• Physical proximity</li> <li>• Politeness and encouragement</li> <li>• Fairness</li> </ul>	<ul style="list-style-type: none"> <li>• Belief in the value of what is being learned</li> <li>• High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation</li> <li>• Expectation of high-quality work on the part of students</li> <li>• Expectation and recognition of effort and persistence on the part of students</li> <li>• High expectations for expression and work products</li> </ul>	<ul style="list-style-type: none"> <li>• Smooth functioning of all routines</li> <li>• Little or no loss of instructional time</li> <li>• Students playing an important role in carrying out the routines</li> <li>• Students knowing what to do, where to move</li> </ul>	<ul style="list-style-type: none"> <li>• Clear standards of conduct, possibly posted, and possibly referred to during a lesson</li> <li>• Absence of acrimony between teacher and students concerning behavior</li> <li>• Preventive action when needed by the teacher</li> <li>• Absence of misbehavior</li> <li>• Reinforcement of positive behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Pleasant, inviting atmosphere</li> <li>• Safe environment</li> <li>• Accessibility for all students</li> <li>• Furniture arrangement suitable for the learning activities</li> <li>• Effective use of physical resources, including computer technology, by both teacher and students</li> </ul>

• **Classification Title: Restorative Practices Facilitator. Job Description**

**Restorative Practice Facilitator**

2020 - 2021

**Essential Functions**

<p>Serves as the school/site coordinator for TUSD Restorative Practices Program</p>	<ul style="list-style-type: none"> <li>• Prevents, deals with, and follows up with student conflict</li> <li>• Provides classroom circles/models</li> <li>• Provides groups circles</li> <li>• PD on RP skills (models in the classroom)</li> <li>• Provides implementation support and co-facilitation opportunities with staff to practice their skills in the classroom</li> <li>• Collaborates with teachers to learn and incorporate strategies with students to resolve classroom issues</li> <li>• Keeps documentation</li> </ul>
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	<ul style="list-style-type: none"> <li>• Inputs interventions into Clarity/Synergy</li> <li>• Re-integrates RP for students returning from suspension</li> </ul>
Serves as the school site coordinator for PBIS	<ul style="list-style-type: none"> <li>• RPF will coordinate PBIS meetings</li> <li>• Form a committee</li> <li>• Follow through with assigned tasks within the committee members</li> <li>• Fill out a monthly PBIS Report and submit by the 10<sup>th</sup> of each month</li> </ul>
Serves as school/site's discipline team facilitator	<ul style="list-style-type: none"> <li>• Coordinates weekly and monthly discipline meetings</li> <li>• Coordinates team participates (among members a site administrator must be present)</li> <li>• Team discusses discipline data to monitor and adjust: areas of challenge in student management and behavior, trends in disciplinary infractions, trends in racial/ethnic disparities infractions and consequences</li> </ul>
Monitors NON ExEd students identified in MTSS Tier 3	<ul style="list-style-type: none"> <li>• Using weekly/monthly data, RPF will ensure that each student receives the appropriate behavioral interventions on an individual basis ie: behavior plan</li> <li>• Monitor AA and Native American population for Tier 3 and discipline issues</li> </ul>
Provide Restorative Circles in ISI	<ul style="list-style-type: none"> <li>• Once a week the RPF will provide a lesson for at least 20 minutes in ISI</li> </ul>
Documentation	<ul style="list-style-type: none"> <li>• Restorative Practice Facilitator will organize a daily and weekly schedule.</li> <li>• RPF will schedule in 45 minutes of uninterrupted time to be able to</li> </ul>

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	document, do paperwork, or prepare for lessons/activities
Evaluation	<ul style="list-style-type: none"><li>• Site administrator will have input on the RPPF's end of the year evaluation</li><li>• Concerns about RPPF should be communicated with Students Relations Coordinator, Veronica Duran</li></ul>
Additional Tasks	Primary focus is for the RPPF to be able to restore the harm that has been caused. Any additional tasks must be cleared through either Director, Dan Bailey or Veronica Duran

References

Costello, Bob, Wachtel, Joshua, and Wachtel Ted. The Restorative Practices Handbook: For Teachers, Disciplinarians, and Administrators. 2009.

Oakland Unified School District, Restorative Justice Implementation Guide A Whole School Approach, <http://rjoyoakland.org/wp-content/uploads/OUSDRJOY-Implementation-Guide.pdf>

San Fransisco Unifed School District, Teaching Restorative Practices with Classroom Circles, <https://www.healthiersf.org/RestorativePractices/Resources/documents/RP%20Curriculum%20and%20Scripts%20and%20PowePoints/Classroom%20Curriculum/Teaching%20Restorative%20Practices%20in%20the%20Classroom%207%20lesson%20Curriculum.pdf>

## Resources

### ARTICLES & BOOKS

“Racial Bias, Even When We Have Good Intentions” [http://www.nytimes.com/2015/01/04/upshot/the-measuring-sticks-of-racial-bias-.html?\\_r=0](http://www.nytimes.com/2015/01/04/upshot/the-measuring-sticks-of-racial-bias-.html?_r=0)

State of the Science: Implicit Bias Review 2014 <http://kirwaninstitute.osu.edu/wp-content/uploads/2014/03/2014-implicit-bias.pdf>

“White Privilege: Unpacking the Invisible Knapsack”, P. McIntosh <http://amptoons.com/blog/files/mcintosh.html>

Heterosexual Privilege (Based on Peggy McIntosh’s article on White Privilege) [http://www.sap.mit.edu/content/pdf/heterosexual\\_privilege.pdf](http://www.sap.mit.edu/content/pdf/heterosexual_privilege.pdf)

Glossary for Understanding the Dismantling Structural Racism/Promoting Racial Equity Analysis, <http://www.aspeninstitute.org/sites/default/files/content/docs/rcc/RCC-StructuralRacism-Glossary.pdf>

Circle Forward: Building a Restorative School Community , Carolyn Boyes-Watson and Kay Pranis, Living Justice Press (2015).

The New Jim Crow: Mass Incarceration in the Age of Colorblindness , Michelle Alexander (2010)

### VIDEOS

How the School to Prison Pipeline is Ruining Lives Before They Start <https://www.google.com/webhp?sourceid=chromeinstant&ion=1&espv=2&ie=UTF-8#q=brave+new+films+school+to+prison+pipeline>

Racism is Real (Implicit Bias) <https://www.facebook.com/bravenewfilms/videos/10152730546222016/>

Cracking the Codes: Elena Featherston on Privilege <http://blog.world-trust.org/blog/addressingunconscious-bias-tip-3-creating-new-stories>

Cracking the Codes: The System of Racial Inequality , <http://crackingthecodes.org/>

### RESEARCH

Studies on increase in suspensions and on racial disparities <http://www.ed.gov/news/pressreleases/new-data-us-department-educationhighlights-educational-inequities-aroundteache>

US Dept of Ed 2012 study <http://nepc.colorado.edu/publication/discipline-policies>

### IMPLICIT BIAS TEST, HARVARD UNIVERSITY

<https://implicit.harvard.edu/implicit/takeatest.html>





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