

# **Exhibit F**

**Supplement to TUSD’s Approach to  
Addressing Student Behavior, Engagement, and Discipline**

September 1, 2016

[Original submitted on May 10, 2016]

In April 2016, during budget discussions among all parties, the plaintiffs and Special Master requested a detailed description of the District overall discipline strategy in the context of the proposed allocations related to the strategy. On May 10, 2016, the District provided the requested information as a 15-page supplement to the Draft 3 USP Budget. *See Attachment 1, “TUSD’s Approach to Addressing Student Behavior, Engagement, and Discipline.”*

In his June 10, 2016 memo, the Special Master responded to the supplement by recommending that the District produce an additional report specifying how the District “proposes to invest the more than \$7 million that it wishes to allocate to student behavior, engagement and discipline, and to indicate what it is proposing to more of, what it is doing less of, and what it is proposing to do differently, and to identify the expenditures involved.” In its June 24, 2016 response to the Special Master’s memo (“*2016-17 Final Proposed USP Budget Responses*”), the District agreed to submit the requested report by September 1, 2016.

The District has identified eleven budget activity codes related to the implementation of behavior- and/or discipline-related activities: Teacher Support Plan (413); Dropout Prevention and Retention Plan, Positive Alternatives to Suspension (506); Targeted Interventions and Supports (511); Supportive and Inclusive Environments (516); Restorative Practices and PBIS (RPPSCs) (601); GSRR (602); Student Discipline Training for Sites (603); Discipline Roles and Responsibilities (604); Discipline Data Monitoring (605); Corrective Action Plans (606); and Replicating Successful Site-Based Strategies (607).

For each of the eleven areas identified above, the District describes how it proposes to invest funds (including identifying the expenditures involved), and indicates what it proposes to do more of, less of, and what it proposes to do differently.

<b>Final Adopted USP Budget Totals for Behavior/Discipline-Related Allocations</b>		
<b>Budget Activity Code</b>	<b>Activity</b>	<b>Final Approx. Adopted Amount</b>
413	Teacher Support Plan	\$0
506	Dropout Prevention and Retention Plan	\$2,648,300
511	Targeted Supports and Interventions	\$3,705,560
516	Supportive and Inclusive Learning Environments	\$0
601	Restorative Practices and Positive Behavioral Interventions and Supports (PBIS)	\$426,000
602	Guidelines for Student Rights and Responsibilities (GSRR) / Code of Conduct	\$200,000
603	Student Discipline Training	\$150,000
604	Discipline Roles and Responsibilities	\$0
605	Discipline Data Monitoring	\$0
606	Corrective Action Plans	\$0
607	Successful Site-Based Strategies	\$30,000
	<b>Total</b>	<b>\$7,159,860</b>

**1. Teacher Support Plan [Activity 413]**

**A. Expenditures involved N/A**

**B. What the District proposes to do more of, less of, and/or do differently**

The 2015-16 budget included allocations for a portion of two staff members (Sr. Director of Curriculum Deployment and a PD Academic Trainer) involved in coordinating and implementing components of the Teacher Support Plan (TSP). In 2016-17, these staff members will still support the TSP as needed but Elementary and Secondary leadership will be responsible for implementing the TSP.

The 2016-17 Draft 3 budget contains no allocation for expenditures related to the TSP because the District has not assigned direct costs associated with plan implementation. School- or District-level administrators will continue to refer teachers to the program based on evidence from observations, student surveys, discipline referrals, and/or annual evaluations of teacher performance or classroom management review results. Each of these potential data points provides insight to what is happening at the teacher level regarding classroom management, student engagement, student behavior, and student discipline.

The TSP will continue to provide two levels of support that vary depending on available evidence. At the first level, struggling teachers will either self-identify or are identified by an administrator through observation or data review and analysis. Once identified, struggling teachers will receive support through a “targeted support plan” developed to address any identified deficiencies. At the second level, administrators will identify teachers who consistently demonstrate poor classroom management, failure to engage students, and/or who score low on evaluations or observations on other behavior/discipline related metrics (teachers can also be identified for a multitude of other measures). Under state statute, administrators will rate these as “developing” or “ineffective” if their deficiencies exist for two consecutive years. Administrators will place these teachers on a formal “plan for improvement” to assist in improving the areas of identified deficiency. Often, the primary goal of either plan is to improve classroom management and student engagement to reduce discipline issues and eliminate disruptions and obstacles to learning for all students.

## 2. Dropout Prevention and Graduation (DPG) Plan [Activity 506]

### A. Expenditures involved

<b>506 Dropout Prevention and Graduation (DPG) Plan Discipline-Related Allocations</b>		
<b>Allocation</b>	<b>2016-17 Approx. Allocation W/Benefits</b>	<b>FTE</b>
Learning Supports Coordinators	N/A	N/A
Discipline/Academic and Behavioral Supports Coordinator	\$49,000	.5
In-School Suspension (ISI) Teachers	\$1,077,000	21
DAEP Teachers	\$383,000	7
Behavior Intervention Monitors	\$144,000	5
Alternative to Suspension Coordinator	\$34,000	.5
Instructional Specialist-General Subject	\$50,000	2
Student Services Directors (portion)	\$98,000	.81
Student Success Specialists	\$480,000	13.3
Behavior Specialists	\$69,000	1.5
Administrative costs (supplies, costs, supplemental, etc.)	\$114,300	.85
Social/Emotional Learning (SEL) Training	\$150,000	0
<b>TOTAL DISCIPLINE-RELATED ALLOCATIONS</b>	<b>\$2,648,300</b>	<b>52.46</b>

### B. How the District Will Invest the Funds (including what the District proposes to do more of, less of, and/or do differently)

The DPG plan includes multiple strategies to identify “at-risk” students and to provide them with academic and behavioral supports. Many items budgeted under code 506 are directly related to the implementation of two of the District’s primary strategies for addressing behavior and discipline issues. The first is the provision of behavioral interventions and supports for at-risk students through the Multi-Tiered System of Supports (MTSS) process and through other related processes (i.e. the four-pronged approach). The second is the utilization of positive alternatives to suspension (abeyance contracts, In-School Intervention; DAEP).

As many of these allocations support both academic and behavioral supports, in most instances it is virtually impossible to determine the percentage of each dollar that goes towards supporting one or the other type of support. The District is no longer allocating funds towards Learning Supports Coordinators (LSCs) in this activity.

#### *Discipline/Academic and Behavioral Supports Coordinator*

As behavioral supports, RP, and PBIS are so interrelated, the District will hire a discipline coordinator to oversee the implementation of RP, PBIS, and other academic and behavioral supports (per the USP, this person will be designated as both the RPPC and the

ABSC). The Culture and Climate Coordinator reported to work in mid-August. Her main functions are to develop district wide model behavioral assessments and interventions to enhance behavior and achievement for all students. She is responsible for working directly with school sites on the implementation of restorative practices and PBIS. She will work closely with academic leadership and school principals to evaluate, analyze and implement strategies to address quarterly and monthly student discipline. She will conduct training, support school leadership, and support school teams on culture and climate issues.

*Positive Alternatives to Suspension (ISI/DAEP Teachers; Behavior Intervention Monitors; Specialists; Alternative to Suspension Coordinator)*

At the site level, the In-School Intervention (ISI) program is staffed with a certified teacher to ensure that students remain in an educational setting rather than being sent home. The DAEP program is supported by specialists, Behavior Intervention Monitors (BIMs), and/or other support staff to help students learn from their mistakes and to develop preventative tools to reduce recidivism and keep as many students in classrooms as possible. The ATS coordinator is responsible for implementing the CORE Plus program and the MTSS meetings at DAEP (a portion of the salary is in activity 601) and for monitoring DAEP data and academic assessments, implementing restorative practices, and meeting with school site MTSS teams to transition students re-entering their home schools after participation in DAEP.

In SY 16-17, the District added three additional ISI programs (Dietz K-8, Hollinger K-8, and Roberts Naylor K-8). New and returning ISI teachers have received a two-hour training on ISI protocols and practices. Academic Leadership will continue to work with principals to oversee and monitor the practices in ISI programs. The District is also using counselors and MTSS facilitators to support students in ISI. Each program has been issued class sets of the text Seven Habits of Highly Effective Teens. The ISI teachers are using these books with students to provide socio-emotional learning support.

At Project MORE, the District expanded services to include the District Alternative Education Program (DAEP) as a positive alternative to suspension to provide yet another option for students who would otherwise serve at-home suspensions. The District Alternative Education Program (DAEP) utilizes seven certificated teachers and five Behavior Intervention Monitors (BIMs). BIMs assist teachers during Tier I instruction and monitor student behavior using a daily point sheet. Each student has five behaviors to improve and throughout the day the BIM monitors student behavior and gives real-time feedback to students using PBIS strategies for positive reinforcement. BIMs also implement PBIS and/or Restorative interventions for low-level behaviors to redirect students. The Alternative to Suspension program coordinator is responsible for implementing the CORE Plus program, coordinating the MTSS meetings at

DAEP, and other DAEP-related responsibilities (this position is split between activities 506 and 602 as it provides both academic and behavioral support).

Of the 157 students who were assigned to DAEP, 89% successfully completed DAEP and 10% did not. Two students (or 1%) will continue their DAEP enrollment into the 2016-17 school year before returning to their home school. Additionally, 13 students (8%) were enrolled more than once to the program in 2015-16. Only one student from the 13 who were enrolled twice did not complete the program. Reasons for not completing the program were varied and complex. For example, some reasons included: parents withdrew student from program early, transportation issues, instability of housing (run away, group home, kicked out of parental home), drug use/rehab etc. Even with the added individualized support from DAEP, it appears that some students must contend with significant challenges both inside and outside of school and, because of these challenges, they were not able to complete the program.

The data indicates that assault was the most common violation followed by drug use (marijuana). Other students enrolled in DAEP fell into 3 broad categories in terms of their discipline history: about half (47%) of students got in trouble just once or twice at their home school, attended DAEP and completed the year without any further discipline incidents; about 29% of students had a longer history of trouble, amounting to 3 or 4 incidents during the year at their home school which resulted in both in-school and out-of-school suspensions; and about a quarter (24%) of students repeatedly got into trouble 5 or more times and attended DAEP one or sometimes two times.

In summary, despite the challenges of unfilled certified teacher vacancies and the turnover of the Behavior Intervention Monitors, DAEP provided essential services to high-risk students who otherwise would languish at home or might even drop out of school altogether. Students were largely satisfied with their experience and felt that they received needed support in a respectful environment. Most students (84%) concurred that their experience in DAEP will also help them avoid further suspensions. Academically, the students who completed the program showed growth, especially in math. The smaller learning environments with more individualized attention appear to have improved their learning capabilities. Almost half of students (46%) requested an extension to DAEP ostensibly because they felt successful in the smaller environment. The results of this evaluation revealed that DAEP was successful in supporting long-term suspended students both academically and behaviorally until they were able to return to their home school.

#### *Behavioral Supports and Interventions (Behavioral and Student Success Specialists)*

In SY 2016-17, student services staff members (primarily Student Success Specialists and Behavioral Specialists) will be active members of site MTSS teams. Success Specialists will serve on the site MTSS intervention team to identify and help coordinate the implementation of behavior supports developed during the site MTSS intervention team meetings. Supports include, but are not limited to, mentoring (directly and by coordinating mentoring through community organizations and volunteers), home visits, and student advocacy. Some supports are focused on identified issues; others are focused on preventing minor behavioral issues from

escalating into disciplinary issues. Behavioral Specialists will continue to work closely with the Exceptional Education department to provide supports for students experiencing significant behavioral issues who might need additional services from ExEd but who also might just need a specific behavioral plan and collaboration between the specialist, site counselor, teacher, principal, and other relevant staff. In most cases, the bulk of support for at-risk African American and Latino students provided by the student support services departments comes from African American and Mexican American student services. However, at some schools, African American and Latino students receive supports and interventions from specialists from the Native American or Pan-Asian/Refugee departments. The 910G allocations to these departments correlate with the proportion of their allocated resources devoted to USP-related activities.

### *Social-Emotional Learning (SEL) Training*

The District is allocating \$150,000 towards providing specific training on social and emotional learning to staff members who frequently contact at-risk students and students who might be experiencing social/emotional barriers to academic engagement that manifest as behavior and disciplinary issues – particularly those staff members involved in ISI/DAEP.

## **3. Targeted Supports and Interventions [Activity 511]**

### **A. Expenditures involved**

<b>511 Targeted Supports and Interventions Discipline-Related Allocations</b>		
<b>Allocation</b>	<b>2016-17 Approx. Allocation W/Benefits</b>	<b>FTE</b>
Learning Supports Coordinators	N/A	N/A
MTSS Coordinators	\$2,645,955	45
MTSS Cross Training	\$12,605	0
Student Services Directors (portion)	\$98,000	.81
Student Success Specialists	\$527,000	12.81
Behavior Specialist	\$22,000	.5
Social Worker	\$191,000	3
Student Support Services Administrative costs	\$109,000	.83
Professional Development / Consultation	\$100,000	0
<b>TOTAL DISCIPLINE-RELATED ALLOCATIONS</b>	<b>\$3,705,560</b>	<b>62.95</b>



**B. How the District Will Invest the Funds (including what the District proposes to do more of, less of, and/or do differently)**

As many of these allocations support both academic and behavioral supports, in most instances it is virtually impossible to determine the percentage of each dollar that goes towards supporting one or the other type of support. The District is no longer allocating funds towards Learning Supports Coordinators (LSCs) in this activity.

*MTSS (MTSS Coordinators; MTSS Cross-Training)*

The MTSS process identifies students who are at-risk due to behavior and/or academics; MTSS Coordinators are responsible for coordinating targeted academic and behavioral supports and interventions for these students. For the 2016-17 school year, the District will allocate a total of 45 certificated MTSS facilitators. The plan is to hire 30 certificated teachers and 15 other certified personnel (social workers, psychologists, etc.) and assign them to schools based on need (whether primarily academic, behavioral, or both). Facilitators will be cross-trained on each others' areas of expertise – academics or social/emotional learning. The District will contract with MTSS consultants to improve implementation, impact, and to develop and implement MTSS training.

Academic Leadership will seek out exemplary practices from within the District using school MTSS teams, and then use portions of the Instructional Leadership Academy (ILA) meetings to demonstrate these best practices to all principals. The academic directors will guide struggling administrators towards principals whose MTSS teams are models and who could provide needed training. In some cases, MTSS teams identified as having implemented successful practices will visit MTSS teams in schools identified as struggling with behavior or discipline issues to share and demonstrate best practices in a hands-on manner.

*Student Services (Directors; Specialists; Administration Costs; Social Workers)*

A portion of student support services and student equity funding is allocated in this activity to support the efforts of those departments in providing academic and behavioral supports and interventions. Success Specialists work within the MTSS framework to actively monitor a cohort of 40 at-risk students at their assigned sites who have been identified for additional support due to identified problems with attendance, behavior, credit deficiency, and/or grades (the four-pronged approach). Each site's set of forty students is monitored closely with frequent communication between the Success Specialist, the student, teachers, school administration, and parents. Social workers at three sites provide additional support to large student populations with identified needs for social services to remove barriers to engagement, to reduce classroom and school disruption, and to reduce behavior and disciplinary issues.

In 2016-17, supported by the new data dashboard (Clarity) the African American and Mexican American Student Services departments will continue to target a case load of 40 students. In addition to the 4-pronged approach, specialist provided direct mentoring support and/or secured mentors by working with the U of A Project Soar, U of A African American Student Affairs Office and other programs. Specialists were assigned two to three schools. Support in addition to the 4-pronged approach will include:

- Mentoring
- Recruiting Mentors
- Serving on IEP and Discipline meetings (long-term hearings)
- College and Career Readiness Opportunities – Black College Tour, Parent University, Visits to the U of A
- Advocacy support – securing homework and providing homework help
- Home Visits
- Culturally enriching experiences – African American Youth Heritage Day, Harambee, U of A African American College Day, etc.
- Providing IEP and Discipline support at schools we do not provide direct daily support

#### **4. Supportive and Inclusive Learning Environments [Activity 516]**

**A. Expenditures involved** N/A

**B. What the District proposes to do more of, less of, and/or do differently**

In 2016-17, the District is no longer doing SAIL training as it has in the past. In an effort to better define our diversity training and inclusive practices strategies with our administrators and teachers, the District is re-tooling its approach and is working with U of A professor, Dr. Francesca Lopez, an expert on cultural diversity who is working to deliver training to school administrators. The training will later be expanded for teachers on an ongoing basis. Additionally, we will consult with her on professional development with teachers and administrators.

## 5. Restorative Practices and PBIS [Activity 601]

### A. Expenditures involved

<b>601 Restorative Practices and PBIS</b>		
<b>Allocation</b>	<b>2016-17 Approx. Allocation W/Benefits</b>	<b>FTE</b>
Learning Supports Coordinators	N/A	N/A
Discipline/Academic and Behavioral Supports Coordinator	\$49,000	.5
Alternative to Suspension Coordinator	\$33,000	.5
Counseling Coordinator	\$25,000	.5
Behavior Specialist	\$51,000	1
PBIS Supplies	\$25,000	0
PBIS Training	\$93,000	0
Restorative Practices Training	\$150,000	0
<b>TOTAL DISCIPLINE-RELATED ALLOCATIONS</b>	<b>\$426,000</b>	<b>2.5</b>

### B. What the District proposes to do more of, less of, and/or do differently

The District is no longer allocating funds towards Learning Supports Coordinators (LSCs) in this activity.

*Personnel (Discipline/ABS Coordinator; Alternative to Suspension (ATS) Coordinator; Behavior Specialist, Counseling Coordinator)*

The Discipline/ABS Coordinator functions are described above in section 2(B). The ATS coordinator is responsible for implementing the CORE Plus program and the MTSS meetings at DAEP (a portion of the salary is in activity 506) and for monitoring DAEP data and academic assessments, implementing restorative practices, and meeting with school site MTSS teams to transition students re-entering their home schools after participation in DAEP. The Behavior Specialist functions are described above in section 2(B) and 3(B). The Behavioral Specialist in African American Student Services works closely with the Exceptional Education department and with site discipline teams to develop and implement behavior plans for disruptive students or students who might otherwise be identified for exceptional educational services but truly have issues that might be addressed through more restorative and positive strategies. The counseling coordinator is a key member of the District's PBIS team for SY 2016-17 and will oversee and coordinate training for all District teachers, counselors, and other relevant staff.

*PBIS (Supplies; Training)*

In SY 2016-17, site administrators and members of site discipline teams will be required to attend training on PBIS to build on trainings provided in previous years. Several personnel operate to help implement PBIS. In 2015-16, the District engaged KOI to provide the first in a series of PBIS trainings for central and site administrators. This training will continue into the 2016-17 school year and will expand to include teachers.

The District has also allocated additional funding to support sites with PBIS supplies to include things like signage to make PBIS culture more prevalent on campuses.

*Restorative Practices*

In SY 2016-17, site administrators, members of site discipline and MTSS teams, and counselors will be required to attend training on Restorative Practices (RP) to build on trainings provided in previous years. Several personnel operate to help implement RP. The District is also examining ways to provide rudimentary, but substantive, RP training for its 3,000+ teachers. The District has reached out to other urban school districts and to the White House to develop the best approaches to RP training, and to identify successful trainers.

## 6. Guidelines for Student Rights and Responsibilities (Code of Conduct) [Activity 602]

### A. Expenditures involved

<b>601 Restorative Practices and PBIS</b>		
<b>Allocation</b>	<b>2016-17 Approx. Allocation W/Benefits</b>	<b>FTE</b>
Learning Supports Coordinators	N/A	N/A
Code of Conduct Training	15,000	0
Compliance Liaison	62,000	1
Hearing Officers	50,000	0
Consultant	30,000	0
Supplies	43,000	0
<b>TOTAL DISCIPLINE-RELATED ALLOCATIONS</b>	<b>200,000</b>	<b>1</b>

### B. What the District proposes to do more of, less of, and/or do differently

The District is no longer allocating funds towards Learning Supports Coordinators (LSCs) in this activity.

#### *Code of Conduct (Consultant; Training)*

The District has engaged a consultant to lead the development of the new student code of conduct and to prepare the District for full implementation. In the 2016-17 school year, the District will provide training on the most recent student code of conduct to administrators, certificated staff, and other staff members involved in the behavior or discipline processes.

#### *Compliance Liaison*

The District will continue to utilize the discipline compliance liaison to monitor student disciplinary actions across the district for compliance with TUSD Board Policies and Regulations in accordance with the USP and the GSRR. The Liaison reports on student discipline to relevant departments on a weekly, monthly, and quarterly basis. The Liaison is also a point-of-contact to help resolve concerns and complaints from parents and community members, and as a resource to help explain Board Policies and Regulations.

#### *Hearing Officers*

The District uses non-employed hearing officers to ensure objectivity and accountability. The previous practice of using District principals as hearing officers was deemed to give the appearance of bias and was therefore discontinued.

**7. Discipline Training for Sites [Activity 603]**

**A. Expenditures involved**

<b>603 Student Discipline Training for Sites</b>		
<b>Allocation</b>	<b>2016-17 Approx. Allocation W/Benefits</b>	<b>FTE</b>
Training	150,000	0
<b>TOTAL DISCIPLINE-RELATED ALLOCATIONS</b>	<b>150,000</b>	<b>0</b>

**B. What the District proposes to do more of, less of, and/or do differently**

In 2015-16, the District focused on MTSS and PBIS training for sites and site leadership. In 2016-17, the District will broaden the focus to include continued PBIS and RP training (close to \$250,000 allocated in activity 601, above), MTSS training, and specific to sites, classroom management training based on the work of Psychologist Fred Jones. In general, the training outlined under the various activities forms a continuum of training over four main areas – each touching on different aspects of student discipline, behavior, and consequences.

<i>Five Main Areas of Student Discipline Training for Sites</i>				
Code of Conduct	Restorative Practices	PBIS	Classroom Management	MTSS

**8. Discipline Roles and Responsibilities [Activity 604]**

**Expenditures involved N/A**

**What the District proposes to do more of, less of, and/or do differently**

The District will continue the practice of communicating roles and responsibilities to site administrators and teachers, and holding staff accountable. In 2016-17, the District is adjusting how it will conduct site administrator ILA meetings to strengthen alignment between schools and to increase accountability between site leaders. Each month, the District will conduct two ILAs devoted to business and operational matters, and to PD. At the start of both meetings, identified principals will share best practices with others. The third ILA every month will be conducted at sites through smaller cadres of principals – this provides an opportunity to further discuss roles and responsibilities, calibrate practices between sites, and develop peer-accountability between school leaders.

## **9. Discipline Data Monitoring [Activity 605]**

**Expenditures involved** N/A

**What the District proposes to do more of, less of, and/or do differently**

### **A. Daily and Weekly Monitoring – Compliance Liaison**

The District's Compliance Liaison functions are described in general above, as is the salary for this position (though the salary for this position could be reasonably placed in this activity as well). The Liaison will continue the practice of reviewing discipline data on a daily basis, and reporting to leadership (and to schools, upon request) twice weekly, monthly, and quarterly. This data is used by sites and central leadership in their regular discipline data reviews and in their assessments of trends and/or specific incidents.

### **B. Monthly Monitoring – Site PBIS Teams**

Each site will assemble a PBIS Team comprised of support staff, teachers, and site administrators. PBIS Teams will meet every month to review data related to student behavior and discipline. The PBIS Team review will be focused on how the adults on campus can adjust their behaviors, strategies, and practices to address identified trends. For example, the PBIS team could identify a spike in lunchtime fights in the month of August, assess the situation, and – as a corrective action – adjust the amount of supervision provided during lunchtime and provide specific training for cafeteria staff. The PBIS Team would also review situations where a particular teacher is responsible for a disproportionate number of referrals and, after assessing the data, might schedule class observations, mentoring, or other support to help the teacher improve his or her practice.

### **C. Bi-Monthly Monitoring – Site MTSS Teams**

Each site will also assemble an MTSS team comprised of support staff, teachers, and site administrators. In prior years, MTSS teams met monthly and only some schools met twice per month. In 2016-17, all MTSS teams will meet twice every month to review data related to student behavior and discipline, and to academics. In the past, MTSS teams focused both on student and adult issues. In 2016-17, MTSS reviews will focus on student behavior, including assessments of data on individual students, groups of students, and sub-populations of students. For example, the MTSS review would examine all instances of exclusionary discipline over the past few weeks, the use of alternatives to suspension (ISI, DAEP, Abeyances, etc.), and behavior trends with certain students or groups of students.

#### **D. Quarterly Monitoring**

The District will continue the practice of monitoring discipline data from multiple sources on a quarterly basis. Information from the previous sources (A-C above) will be aggregated, trends analyzed, and possible solutions assessed and converted into corrective actions, corrective action plans, or replicated best practices. Different from 2015-16, the District is instituting a mandatory quarterly discipline report from academic leadership to the Superintendent's Leadership Team so that the District's top administrators are aware of trends and activity.

#### **E. Bright Bytes Transition**

As the District transitions from the current data dashboard to the Bright Bytes system, monitoring student behavior trends will become more sophisticated and effective. Likewise, the ability to proactively measure warning signs for certain students is greatly enhanced by the Bright Bytes predictive models. These meetings will ensure that each site has a team dedicated to monitoring the data closely and reacting accordingly in ways that reduce or prevent disciplinary consequences. Thus, a portion of the cost of implementing Bright Bytes could reasonably be allocated to Activity 605 – but calculating the appropriate portion of that total cost that applies directly to this activity is problematic, and splitting up the cost of Bright Bytes into every activity it supports would likewise be problematic.

### **10. Corrective Action Plans [Activity 606]**

#### **A. Expenditures involved N/A**

#### **B. What the District proposes to do more of, less of, and/or do differently**

*The District will continue to use corrective action plans for schools whose discipline data shows evidence of disproportional discipline based on race. Our efforts are to support principals and their MTSS teams. The corrective action plan is designed to address the core issues surrounding disproportionate discipline, the implementation of appropriate PBIS strategies, and whether teachers need more direct support either in relationship building strategies, or class management practices.*



**11. Replicating Successful Site-Based Strategies [Activity 607]****A. Expenditures involved N/A****B. What the District proposes to do more of, less of, and/or do differently**

The District has developed and submitted a separate plan outlining the specifics of what it will do more of, less of, and/or do differently.

<b>607 Replicating Successful Site-Based Strategies</b>		
<b>Allocation</b>	<b>2016-17 Approx. Allocation W/Benefits</b>	<b>FTE</b>
Added-Duty	30,000	0
<b>TOTAL DISCIPLINE-RELATED ALLOCATIONS</b>	<b>30,000</b>	<b>0</b>