EXHIBIT C

2020-21 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/.
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#/

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 10th of every month. The data in this report is from the previous month. *E.g. Submit the September analysis by October 10th.*

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/
- 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 X next to the YES for the view used:	School Risk Ratio				
	USP Discipline KPI				
Ethnicity	*Number Ratio*	*Color (Green, Yellow, or Red)*	*# of Distinct Student Incidences*	*# of Distinct Student Enrollment*	*Discipline % of population*
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.

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

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						
Week 5						

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

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Instructions to fill out Table 4: The data reported is <u>school-based</u> 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				
Referral Source	*# of Referrals*	*Most Common Type of Incidence*	*Trouble Areas and Times*	*Support / Actions Taken with Referrer*
Bus Drivers/ Monitors				
Playground/ Grounds Monitors				
Teachers				
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:

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				
This month, our	*Strongly Agree*	*Agree*	*Disagree*	*Strongly Disagree*
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:				

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)