

1st Quarter Discipline ReviewDate: 05/05/15Site: Lynn/UrquidesAdministrator: Sam LunaLSC: Pat Ojeda

| Task | Notes | | |
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| Review of Discipline Data (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?) | Students will be reviewed if behavioral awarded suspension. Documentation of outcomes in Mohave. MTSS Team will review students' previous behavioral to create a plan of action that incorporates the teacher and parents. Students will be monitored and periodically visited to provide the student with assistance and reassurment. | | |
| School-Wide Corrective Action | Action Needed | Person Responsible | |
| (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?) | Review discipline procedures with staff to provide the best possible situation for the student. Oversee process of documentation of possible actions. Continue to review with teachers/staff about documenting interventions in Mojave. | Administrator/Duties: Collaborate/guide with case manager/LSC; Over see collaboration; oversee documentation; Facilitate/encourage/maintain/oversee MTSS in classrooms/meetings; Monitor student process/progress | |
| PBIS Review | Notes | Action Needed | Responsible |
| (What positive interventions have been used recently? What changes need to be made?) | Staff uses Coyote coupons to award positive behavior in order to set clear expectations for students across the school setting. | Provide staff with the coupons and the visual awareness and norms of coupon distribution. Providing staff with PD, resources, and/or assistance. | LSC |
| MTSS Behavior (Assignment of new students to a case manager, review of students currently being managed) | Request the assistance of student services BIT for a student who has had many interventions. Establishing guidelines before student placement and documenting behavior concerns. Review classroom plan of action to provide student support in the classroom. | Complete Student Services online request form. | LSC |
| MTSS Academics (Assignment of new students to a case manager, review of students currently being managed) | Document and review students evaluated for Ex. Ed. Review/document new referrals to MTSS. | Evaluate students for Ex. Ed. services. Continue progress with current caseload. Start process with new referrals. Students monitored regularly. | Psychologist Case managers/ LSC/Administrator |
| Other | Monitor students to build positive relations. | Visiting periodically to provide positive school environment. | Administor/Case Managers |

General Meeting: To reviewed discipline data from previous/current semester. Student with multiple suspensions review. Review discipline procedures with all school staff. Also need to review with teachers about documenting interventions in Mojave. A reminder to staff regarding the PBIS program, discipline process and Coyote coupons to reinsure uniformity through out the school from grade to grade.

MTSS Team Meeting AgendaDate: 05/07/2015Site: CavettLSC: Kathy Chandler

Persons present: Elsa Corral-Aguirre, Kathy Chandler, Carol Leeson, Olivia Cazares, Marnie Robles, Sylvi Gonzalez

| Task | Notes | | |
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| Review of Discipline Data (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?) | <p>There were 4 incidents that were severe enough for input into AZSafe for 3rd quarter. Of these four, one was an out of school suspension, short term with services. The other three were in school suspensions, all from the same incident which occurred off campus on the way home in which three boys were throwing rocks at a neighbor's car and broke a window.</p> <p>There was not inappropriate representation in student discipline at Cavett during the 3rd quarter because two of the students were Hispanic, one was African American, and one was Native American.</p> | | |
| School-Wide Corrective Action | Action Needed | | Person Responsible |
| (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?) | No action is needed at this time to address common behavior; however, a tighter behavior plan needs to be in place for one of the students who was involved in this quarter's suspensions. | | LSC, ExEd, School Psychologist |
| PBIS Review | Notes | Action Needed | Responsible |
| (What positive interventions have been used recently? What changes need to be made?) | Teachers need to continue to review PBIS expectations daily until the last day of school to keep end of school behavior issues at a minimum. | Review of PBIS expectations | Teachers, staff |
| MTSS Behavior (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: <ul style="list-style-type: none"> • [REDACTED]—Kinder • [REDACTED]—Kinder | Follow interventions as planned on MTSS form for Tier I, II and III interventions | | Teacher, ExEd |
| MTSS Academics (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: <ul style="list-style-type: none"> • [REDACTED]—Kinder | Follow interventions as planned on MTSS form for Tier I, II and III interventions | | Teacher, ExEd |

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| • [redacted] 1 st grade | | | |
| Other | | | |

General Summary of Meeting: Discussed 3rd quarter discipline data trends. Also discussed students who need to be hot-listed for MTSS at the beginning of next year.

MTSS Team Meeting AgendaDate: 5/8/2015 Site: Hudlow LSC: Karen Paquette

Persons present: Cheri LaRochelle, Roxanne Cruz, Karen Paquette and Maura Jennings

| Task | Notes | | |
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| Review of Discipline Data (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?) | <p>3rd Quarter: Incident #83 involved two AA students, male and female siblings. On 2/19/15 the bus was stopped and school safety was called to remove two students who were causing unsafe driving conditions. They were yelling, jumping over seats, non compliant with safety regulations, endangering themselves and others. They were driven to school in the School Safety vehicle. As a level 3, we suspended for 1 day. 1 AA female equals 11% of our AA female population. 1 AA male is 5.8% of AA male population. An N of two AA students equals 7% of our AA population total. An alternative could have been a bus suspension. With School Safety involvement, the severity was escalated. The mother is working on regulating medication. She disagrees with some of the doctor's prescribed treatments.</p> <p>Incident # 82 involved 1 Anglo Male. He was suspended for two days for fighting on 2/16/15. This suspension does not put Hudlow at a disproportionate ratio for Anglo Males. However this student's behavior is escalating and he will need to be brought up at a MTSS when he feeds to middle school. In review of 2nd and 3rd quarter data, the trend of disproportionate data had continued. The AA female involved in the 2nd quarter incident and the two AA students involved in the 3rd quarter incident are siblings. We see this as significant because they have been in state care and were recently reunified with their biological mother. We would expect to see disruptive behavior continue until family situation is stabilized.</p> | | |
| School-Wide Corrective Action | Action Needed | | Person Responsible |
| (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?) | We were sent the heat map which was very helpful to accurately assess the points of data. Our professional development MTSS on April 29 was about School Wide Inclusive practice. We reviewed the USP definition of exclusionary practices. We brainstormed collective agreements about when a child is removed, how a child is removed, and for how long. We also reviewed how to document interventions by the minute in Mojave. Since this suspension the EXED team has submitted a request for EX ED transportation on a less populated bus. | | Administrator/ Math Coach and LSC |
| PBIS Review | Notes | Action Needed | Responsible |
| (What positive interventions have been used recently? What changes need to be made?) | Review of Mohave interventions Review of Think Time form Further define what a "severe" disruption is. We reviewed Room to Breathe documentary about effective strategies to help students self regulate. | | Administrator School Staff |
| MTSS Behavior (Assignment of new students to a case manager, review of students currently being managed) | In 4 th quarter, we held four days of suspension in abeyance for a multi-racial student who violated GSRR for a Level 3 offense | | |
| MTSS Academics | 4 students are currently in the | Evaluate students for Ex. | Psychologist |

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| <p>(Assignment of new students to a case manager, review of students currently being managed)</p> | <p>evaluation process for consideration of speech and language impairments (3 will meet criteria for speech and language) 2 students are currently in the evaluation process for consideration of ExEd services to support academic (1 of 2 students qualified for academic interventions) Follow up</p> | <p>Ed. services. Continue progress with current caseload. Start process with new referrals.</p> | <p>Case managers/ LSC/Administrator</p> |
| <p>Other</p> | | | |

Anglo Male students who was referred to BIT reclassified as ED and will be attending a self contained program next school year.

MTSS Team Meeting Agenda

Date: 5/10/15

Site: Steele

LSC: Reem Kievit

Persons present: **Reem Kievit, Lisa Thomas, Sarah Hann**

| Task | Notes | | |
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| <p>Review of Discipline Data (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)</p> | <p>Most incidents this month are related to disruptive and disrespectful behavior. 5th Grade has been particularly challenging, possibly related to concerns about transitioning into middle school Review PBIS expectations with students, restorative practices/conferences; check in on students after incidents in classrooms and on the playground. Reviewed with students strategies for anger management and behavior.</p> | | |
| School-Wide Corrective Action | Action Needed | | Person Responsible |
| <p>(What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)</p> | <p>School wide positive language Kindness lessons SEL lessons in 4th and 5th grade PBIS house points Extra adult supervision during morning and lunch cafeteria and playground time. Adjust to language used when teachers call for support. Instead of saying, "I need student removed" Teachers will say, "I need student support" because these calls are not confidential and this language is more inclusive. Responding support personnel will attempt to de-escalate and return student to classroom just outside of the door to reduce lost instructional time.</p> | | <p>Every grade Level Teacher. Administration LSC CF Social Worker</p> |
| PBIS Review | Notes | Action Needed | Responsible |
| <p>(What positive interventions have been used recently? What changes need to be made?)</p> | <p>All teachers and staff are handing out house points to students to reinforce positive behaviors. News and notes reminders to step this up school wide to address escalating behaviors. Students are responding in an enthusiastic manner and are eager to earn points. Final house meetings will focus on end of year celebrations.</p> | <p>Teachers are encouraged and reminded on a regular basis to celebrate student successes by handing out house points. We will continue to make weekly announcements sharing how many points each house has earned and they will be posted in the lobby by the café each week.</p> | <p>Administration LSC CF Social Worker All School Staff CCI teacher (Robin P and her class)</p> |

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| <p>MTSS Behavior (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: __ See posted log _____ _____ _____ _____</p> | <p>We continue to have MTSS meetings with teachers weekly to follow up with behavioral interventions in place and address new student concerns. We have behavior plans in place and will monitor their effectiveness and modify as needed.</p> | <p>Continue to collect data during class visits, check ins with students and teachers, and stay consistent with MTSS process</p> | <p>MTSS team and classroom teachers</p> |
| <p>MTSS Academics (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: __ See posted log _____ _____ _____ _____</p> | <p>We continue to have MTSS meetings with teachers weekly to follow up with academic interventions in place and address new student concerns. We collaboratively make modifications as needed and brainstorm new ways to meet student needs.</p> | <p>Continue to collect data during class visits, check ins with students and teachers, and stay consistent with MTSS process</p> | <p>MTSS team and classroom teachers.</p> |
| <p>Other</p> | | | |

General Summary of Meeting: The team reviewed the most recent discipline data. Year to date data indicates a disproportionate impact on African American females. This was due in large part to one kindergarten student who's disruptive and dangerous behaviors have increased due to significant changes in family situation. We have worked closely with the mom who has recently regained custody to establish consistent expectations. Mother is now working with outside behavioral support services and is pursuing possible medication options. A representative from this organization is meeting with the student and school regularly and has been in contact with the classroom teacher. Our LSC will add this student to her list of frequent check-ins and work with the teacher to develop a behavior reinforcement plan with smaller increments of time.

MTSS Team Meeting Agenda

Date: 05/11/15

Site: Wheeler

LSC: Kim McNally

Persons present: Stacie Emert (Principal), Kim McNally (LSC)

| Task | Notes |
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| <p>Review of Discipline Data (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)</p> | <p>Reviewed the heat map data that was sent out to principals. In looking at the data, we found the following:</p> <p>7 violations in 2nd quarter (5 students) [Redacted] [Redacted] incident) [Redacted] (3 incidents and then moved) [Redacted] (1 incident)</p> <p>23 violations in 3rd quarter (18 students) [Redacted] (3 incidents) – ED placement [Redacted] (2 incidents) – ED placement [Redacted] – requested AAS – ED evaluation [Redacted] – ED evaluation [Redacted] ED evaluation [Redacted] - ED evaluation</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted] (not sure why she is listed since it was parent notification)</p> <p>Analysis of the data: With a total school population 510, the areas we are red/yellow/orange are equal to N of 1-2 students in that specific ethnicity. There was an increase from 2nd quarter to 3rd quarter violations. 6 of the 23 were out-of-school suspension for 3rd quarter. 6 of the 23 who had infractions for the 3rd quarter receive services for ED or are in the process of being evaluated to determine eligibility for ED services. All of the students listed in 2nd and 3rd quarter participate in bi-weekly restorative circles, second step lessons, and parent conferences.</p> <p>We acquired a part-time counselor in late January. There is very little intervention support staff (other than the classroom teacher). We have documented several requests for support services including African American Studies, language (for interpreters). The support has been inconsistent or not sufficient for the students and families who need these</p> |

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| | <p>supports. As a result, we have not seen improvement in behaviors.</p> <p>When we are doing analysis at the site level, we use the ethnic codes that appear in Mojave. These are not the same ethnic codes used when we are sent the heat map, so we are actively aware of our data, ethnic, gender, and teacher breakdowns, but when it's inconsistent labeling between Mojave and what we are being sent by the district, it makes our analysis difficult.</p> <p>CORRECTIVE ACTION – We will continue to have family involvement to the best of our ability. MTSS is working efficiently at our site, but when we need consistent and timely district support for Tier 3 so we can implement those interventions.</p> | | |
| School-Wide Corrective Action | Action Needed | | Person Responsible |
| <p>(What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)</p> | <p>We were sent the heat map which was very helpful to accurately assess the points of data. We provided professional development interventions on School Wide Positive Interventions on April 1 and April 22. We decided on a 4-week challenge to have students make positive choices and stay out of the Think About It room at lunch and 10% absences. Overall, 217 students met that challenge.</p> <p>We all agree we need to be more consistent as to when redirection versus removal versus a ticket versus clip changes occur school-wide. Inputting Mojave interventions has improved.</p> | | <p>All staff</p> |
| PBIS Review | Notes | Action Needed | Responsible |
| <p>(What positive interventions have been used recently? What changes need to be made?)</p> | <p>As of April 23rd, we started a positive reward system that students could take advantage of at lunch. Each teacher can send 2 students to the art table in the cafeteria or to a room supervised for computer use.</p> <p>We decided on a 4-week challenge to have students make positive choices and stay out of the Think About It room at lunch. It is "Cool" to be a LEADS student popsicle treat" Overall, 217 students met that challenge.</p> | | <p>LSC Principal</p> |
| <p>MTSS Behavior (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: _____ _____ _____</p> |  | <p>Continue with weekly MTSS meetings in order to meet the needs of students and staff.</p> | <p>MTSS team and teaching staff</p> |

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| <p>_____</p> <p>MTSS Academics</p> <p>(Assignment of new students to a case manager, review of students currently being managed)</p> <p>List Students Added to Log:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | | <p>Continue with weekly MTSS meetings in order to meet the needs of students and staff.</p> | <p>MTSS team and teaching staff</p> |
| <p>Other</p> | | | |

General Summary of Meeting: Analyzed heat map against our own data we had been keeping. Found some discrepancies in ethic breakdowns. Evaluated some of the frameworks we have right now for behavior and what needs to be examined and discussed this summer (school-wide discipline system, tickets, Think About It room).

Continue to discuss how we can get additional support at our site through services at 1010. Access to AAS, interpreters, etc. Also, we discussed that when we share staff with another site, our site seems to lose time with support staff on several occasions (meetings, forgetting to be here, etc.).

MTSS Team Meeting Agenda 2014-2015Date: May 13, 2015Site: WarrenLSC: Jodi HekterPersons present: Jodi Hekter and Marco Ruiz

| Task | Notes | |
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| <p>Review of Discipline Data (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)</p> | <p>21 students were referred for disciplinary concerns - 7 of the 21 students are currently in the Ex Ed Self-Contained Classroom and one was placed at Cragin in an ED Self-Contained Classroom. One student received Native American support with a 1:1 aide and counseling because parents refused Ex Ed. All students had previous interventions by classroom teacher, TA, LSC, and Principal. Both Self-Contained Ex Ed programs did not have a teacher of record until 2nd semester and were being supported by Warren Staff, substitutes and Ex. Ed department personnel. There are not an adequate number TA's in those Ex Ed classrooms and substitutes were working with these students until full time staff was hired in both Ex Ed classrooms; K-2 and 3-5. Three classrooms did not have full time teachers in place all year and had day-to-day substitutes or long term substitutes. One classroom still has a long term substitute.</p> <p>Most occurrences occurred in the classroom for defiance, disorderly conduct, aggression and assault. All families were contacted and students conferenced with teacher, LSC and principal.</p> | <p>*** See added data</p> |
| <p>School-Wide Corrective Action (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)</p> | <p>Action Needed PBIS and Restorative Practice were put in place in January 2015 since the LSC and Principal were newly hired. (Both the Principal and LSC didn't begin at Warren for the 2014 – 2015 school year).</p> <p>GSRR presentations to parents and students in January 2015 were conducted to go over expectations, rewards and consequences.</p> <p>Cafeteria plan set in place March 2015 when issues arose in the café line. Five students at a time to proceed to get their food were implemented by Mr. Ruiz (Principal) monitoring and supervising.</p> <p>Restroom issues were occurring by students writing on walls and destroying restroom property. Mr. Ruiz ordered restrooms to be locked for a week and students had to be escorted to the restroom in small groups by an adult. The vandalism stopped.</p> | <p>Person responsible: LSC, Principal, Teachers, Monitors</p> |
| <p>PBIS Review Person responsible: LSC, Principal, Teachers, Monitors</p> | <p>Notes</p> | <p>Action Needed</p> |
| <p>(What positive interventions have been used recently? What changes need to be made?)</p> | <p>PBIS program implemented - Students earn PAWS slips for positive behaviors by staff. Classrooms earn Classroom Compliments from staff. Friday "Shout Outs" acknowledging students who earned PAWS slips each week.</p> | <p>Need to review and revisit lunchroom expectations and behaviors. New system put in place with five students entering café at a time</p> |

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| | <p>Classroom compliments are read aloud on intercom during Friday “Shout Outs”.</p> <p>Each quarter there is a contest for classroom with most Compliments (pizza party) and grade level with the most PAWS slips (popcorn).</p> <p>Monday morning assemblies acknowledges students of the week with a PAW slip from their classroom teacher. Mr. Ruiz (Principal) reads them aloud.</p> | <p>to avoid issues.</p> <p>Shared information with staff, students and families (Site Council)</p> <p>3rd and 4th quarter academic award assemblies to acknowledge students with academic and behavioral achievements.</p> |
| <p>MTSS Behavior Persons responsible: Classroom Teacher, LSC and School Psychologist (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: See attached list</p> | <p>Families have been contacted regarding behaviors-interventions for students and are listed in Mojave.</p> | <p>Continue to document interventions and implement behavioral plans.</p> <p>Contacted La Frontera to get additional supports/intervention strategies.</p> <p>Revisit students for future MTSS meeting.</p> <p>“Red flag” students that will require continued interventions for next school year.</p> |
| <p>MTSS Academics Persons responsible: Classroom Teacher, LSC and School Psychologist (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: See attached list</p> | <p>Discussed classroom/academic interventions, student strengths, and challenges.</p> <p>Reviewed attendance data (previous/current years).</p> <p>Discussed behavioral concerns effecting academics.</p> | <p>2 students have been referred to psychologist for evaluation.</p> <p>Will review and revisit students not referred for evaluation to check progress.</p> <p>One student was tested and did not qualify for services. One student will be tested this summer or fall.</p> <p>“Red flag” students that will require continued interventions for next year.</p> |
| <p>Other</p> | | |

Reviewed the following data:

Warren Elementary is a diverse population of students. We have 78% Hispanic, 8% white, 11% Indian, 1% African American, & 1% Other. As you can see, our ethnic population is mostly Hispanic, so the ratios are appropriate for the student Ethnic population at Warren. Discipline data by ethnicity- 19% Indian, 14% White, 61% Hispanic, .04% African American.

| Ethnicity: | Indian or Alaska Native | White | Hispanic | African American |
|--------------------------------|---|--|---|--|
| # of Students | 4 (19%) Total pop. 11% | 3 (14%) Total pop. 8% | 13 (61%) Total pop. 78% | 1 (.04%) Total pop. 1% |
| Violations and Actions: | <p>Student 1: Assault/OSS Assault/ISS Disorderly Conduct/OSS</p> <p>Student 2: Disorderly Conduct/Parent Notification Disorderly Conduct/Detention Disorderly Conduct/Detention</p> <p>Student 3: Vandalism of school property/Detention</p> <p>Student 4: Other violation of school policies/Detention</p> | <p>Student 1: Disorderly Conduct (1) Detention Disorderly Conduct (1) Detention Assault/ISS Disorderly Conduct (1) Detention Assault/ISS</p> <p>Student 2: Disorderly Conduct (1) Detention Disorderly Conduct (1) Detention</p> <p>Student 3: Minor Aggressive Act/OSS Assault/OSS Assault/OSS</p> | <p>Student 1: Assault/OSS Disorderly Conduct (1)/OSS Disorderly Conduct (1)/OSS Disorderly Conduct (1)/OSS</p> <p>Student 2: Other Aggression/ISS</p> <p>Student 3: Disorderly Conduct/Detention</p> <p>Student 4: Defiance or disrespect towards authority/Detention Disorderly Conduct/Detention Disorderly Conduct/Detention</p> <p>Student 5: Endangerment/Parent Notification</p> <p>Student 6: Endangerment/Parent Notification Defiance or disrespect towards authority/Detention Disorderly Conduct/Detention</p> <p>Student 7: Petty theft/Detention</p> <p>Student 8: Disorderly Conduct/Parent Notification</p> <p>Student 9: Disorderly Conduct/Detention Disorderly Conduct/Detention</p> <p>Student 10: Assault/OSS</p> <p>Student 11: Disorderly conduct/OSS Disorderly Conduct/Detention</p> <p>Student 12: Other violation of school policies/Detention</p> <p>Student 13: Other violation of school policies/Detention</p> | <p>Student 1: Disorderly Conduct/Detention Disorderly Conduct/Detention Disorderly Conduct/Detention Other violation of school policies/ISS</p> |

MTSS Team Meeting Agenda

Date: 5/14/15 Site: Grijalva LSC: Ruth Ottley
 Persons present: Tim Grivois-Shah, Ruth Ottley, Daniel Sanchez, Shelly Duran

| Task | Notes | | |
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| Review of Discipline Data (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?) | -Most discipline events are for some type of aggression. -Disproportionate discipline for multi-ethnic students follows noted patterns that we are addressing in last quarter's plan. -Disp | | |
| School-Wide Corrective Action | Action Needed | | Person Responsible |
| (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?) | -Continue work modeling classroom circles (train the trainer approach) -Reteach schoolwide expectations and logical consequences at school-wide assemblies -Visual cues and signs -Provide common language for discussing fighting and sexual harassment with children -Train staff restorative conference questions | | Administrator |
| PBIS Review | Notes | Action Needed | Responsible |
| (What positive interventions have been used recently? What changes need to be made?) | School wide understanding of playground expectations has declined. | Provide a PBIS reminder for staff. | LSC |
| MTSS Behavior (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: _____ | Request the assistance of student services BIT for a student who has had many interventions. | Complete Student Services online request form. | Administrator |
| MTSS Academics (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: | No academic concerns. | Continue work with Genius Hour. | Teacher |
| Other | | | |

General Summary of Meeting: Reviewed discipline data from first semester. Disproportional discipline data reveals a disproportional impact on one multiracial family and one Anglo family. We reviewed PBIS supports at all tiers as well as opportunities to build bridges between Grijalva and this family. We also noted again that all multiracial students on our discipline log are also highly capable students for whom we have few academic concerns. We will continue to emphasize student engagement in our informal observations.

MTSS Team Meeting Agenda

Date: May 15, 2015 Site: Myers/Ganoung LSC: Ilsa Bednar

Persons present: Olga Gomez, Principal; Ilsa Bednar, LSC; Evelyn Cassidy, Student Success Specialist

| Task | Notes | | |
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| Review of Discipline Data (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?) | <p>Ex. Ed. student support, Support groups for 2nd and 4th grade boys with psychologist and counselor; MTSS student support at La Frontera.</p> <p>There was increase of 20 students to 28 from the second quarter to the third quarter. Many of these students had the done Restorative conferences in second quarter consequently the referrals were the next level according to GSRR. 12 of 28 students have had no other incidents for the remaining of the year. Our incidents increased from 33 to 39, these included: fighting, other aggression, endangerment, theft, bullying, and sexual harassment.</p> <p>Fifteen of the twenty-seven students were from the 2nd grade or 4th grade classroom with new teachers that had started in January. 4th grade had a long-term substitute. Both classes were going through a transition period, as new teachers put classroom management into place.</p> <p>8/28 (30%) of the students were on MTSS Behavior Plans; (2 getting tested for E.D. – both qualified for self-contained). 20 of the 40 incidents (50%) were by students on Behavior Support Plans, getting Tier 2 and/or Tier 3 supports. 4 others are receiving support from the Student Success Specialist (from African American Services). 3 of the students receive support from our Refugee Support person.</p> | | |
| School-Wide Corrective Action | Action Needed | | Person Responsible |
| (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?) | MTSS students on behavior plans- try new intervention; Extra support for 2 nd grade (Niesen); Order posters with school rules/expectations | | Principal, LSC, Counselor, Monitors, Teachers Student Success Specialist |
| PBIS Review | Notes | Action Needed | Responsible |
| (What positive interventions have been used recently? What changes need to be made?) | <p>Review school rules</p> <p>Contacted La Frontera to start School Counseling Program</p> <p>Hired teachers- for classroom without HQ teachers,</p> <p>Trained Student Peer Mediators to work on playground</p> | <p>Training/Review/Refresh</p> <p>Training for PBIS team</p> <p>Teacher representation on team</p> <p>PBIS training for monitors</p> <p>Additional playground supervision</p> | Principal, LSC Summer 2015 |
| <p>MTSS Behavior</p> <p>(Assignment of new students to a case manager, review of students currently being managed)</p> <p>List Students Added to Log:</p> <p>██████████</p> <p>██████████</p> <p>██████████</p> <p>██████████</p> | <p>██████████ – MTSS, Student Success Specialist</p> <p>██████████ left 3rd quarter, placed in ED after testing.</p> | <p>Try new intervention for MTSS students on behavior plan.</p> <p>Team, psychologist and principal meetings with parents.</p> <p>Daily teacher update to parents.</p> <p>Training/Support in restorative practices</p> <p>School wide consistency of school rules/expectations</p> | <p>Principal, LSC, Counselor, Psychologist</p> <p>MTSS Team, Psychologist, Principal</p> <p>Teacher</p> <p>LSC</p> <p>Principal, LSC</p> |
| <p>MTSS Academics</p> <p>(Assignment of new students to a case manager, review of students currently being managed)</p> <p>List Students Added to Log:</p> | | | |
| Other | | P.D - Ross Greene's theory- Supporting Students with Extreme Behavior | |

General Summary of Meeting:

MTSS Team Meeting Agenda: Review of Quarter 3 Discipline

Date: 05/15/15 Site: Sewell LSC: Jan Milligan
 Persons present: Jan Milligan, Mandi Gilman, Sarah Dineley, Anna Weiss, Rob Jewett

| Task | Notes | | |
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| <p>Review of Discipline Data (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?)</p> | <p>3rd quarter discipline report-1 suspension and 8 discipline referrals. Our number of discipline referrals remained the same from quarter two. The suspension was due to continuing defiance and disrespect. We also gave this student a mentor and a positive behavior plan. She has been part of the MTSS process. 3 of the 8 incidences were isolated and very unlike the students. All of the incidences were level two in the GSRR which should have been taken care of in the classrooms. Three of the students are SPED and have behavior plans that are continuously implemented, monitored and revised as needed. One student had made the behavior plan himself with his mother and teachers which he failed to follow. Usually this plan works for him. We realize that we are out of proportion with two African American (in Mojave as multi-racial) referrals and one Native American.</p> | | |
| <p>School-Wide Corrective Action (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?)</p> | <p>Action Needed</p> <p>Since all of the discipline referrals were level two in the GSRR, we need to provide more support for teachers in learning how to deal with these behaviors. We plan to start a school-wide buddy classroom system with uniform PBIS procedures for that. Not all teachers are doing this.</p> <p>Our LSC is going to mult-cultural classes this summer to better address issues that might arise in the classrooms. Both of the African Americans with incidences will continue with peer mentors. Both respond well to positive reinforcement and teachers continue to provide more of this. The LSC is also helping to create positive relationships with these two. The Native American will continue to get positive principal check-ins and seems to respond well to this. There also is a continuous positive classroom behavior plan in use.</p> <p>We are continuing to train monitors on PBIS and provide them with referral slips to track behavior and positive notes. We are continuing to review/Revise PBIS and restorative practices with staff. GSRR clarification.</p> | | <p>Person Responsible</p> <p>Administrator, LSC, Counselor, monitors, teachers</p> |
| <p>PBIS Review (What positive interventions have been used recently? What changes need to be made?)</p> | <p>Notes</p> <p>Kindness notes, positive reinforcement.</p> | <p>Action Needed</p> <p>Provide a PBIS reminder for staff.</p> | <p>Responsible</p> <p>LSC</p> |

| | | | |
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| <p>MTSS Behavior (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: [REDACTED]</p> | <p>Provide behavior intervention plan. Provide student mentor of similar ethnicity.</p> | | <p>Psychologist LSC</p> |
| <p>MTSS Academics</p> | | | |
| <p>Other</p> | <p>3 students were isolated incidences.</p> | | |

General Summary of Meeting: _Reviewed discipline data from second semester. Need to review discipline procedures with staff. Also need to review with teachers process of documenting interventions in Mojave. A reminder to staff regarding the PBIS program and behavior tickets with kindness notes for monitors on playground as that as where most of the incidences occur.

MTSS Team Meeting Agenda

Date: 5/20/2015

Site: Dafford K-8 LSC: Justin

Persons present: Justin Frietag, Steve Gaballon, Jessica Harris

| Task | Notes | | |
|---|---|---|--|
| Review of Discipline Data (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?) | <ul style="list-style-type: none"> 1 incident in 3rd quart. Stud. suspended 1 day and placed on an abeyance contract. Parents met with admin about the incident. | | |
| School-Wide Corrective Action (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?) | Action Needed | Person Responsible | |
| | <ul style="list-style-type: none"> Student placed in project SOAR. stud. also met with his counselor and continues to meet. | <ul style="list-style-type: none"> LSC Admin | |
| PBIS Review (What positive interventions have been used recently? What changes need to be made?) | Notes | Action Needed | Responsible |
| | <ul style="list-style-type: none"> weekly check-ins with counselor and admin. Project SOAR | continue w/ daily praise for classroom behavior. | <ul style="list-style-type: none"> LSC Counselor Admin |
| MTSS Behavior (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: [Redacted] | <ul style="list-style-type: none"> Student on abeyance contract. Parent phone calls to check in and provide info if needed | will receive counseling services | <ul style="list-style-type: none"> Counselor LSC |
| MTSS Academics (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: [Redacted] | <ul style="list-style-type: none"> Placed in math intervention class | <ul style="list-style-type: none"> Needs to attend after school tutoring | <ul style="list-style-type: none"> Teachers LSC Counselor |
| Other | | | |

General Summary of Meeting: Reviewed incident, stud. is not at risk for behavior issues. Had had few minor incidents in class. Incidents were addressed through counseling interventions. Feel confident that that stud. will uphold his abeyance contract. Parent communication will continue.

MTSS Team Meeting Agenda

Date: 5/20/15 Site: STAFFORD K8 LSC: JUSTIN FREITAG
 Persons present: JUSTIN FREITAG, STEVE GABALDON,
SUSAN MORELOS

| Task | Notes |
|---|--|
| Review of Discipline Data (Trends present? Appropriate representation? GSSR clarifications? Ideas for improvement?) | ONE INCIDENT / DRUG VIOLATION (MARIJUANA USE) 10 DAY CASE |

| School-Wide Corrective Action | Action Needed | Person Responsible |
|--|---|--------------------|
| (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?) | 10 DAYS O.S.S. FOLLOWED W/ MANIFESTATION. - COMMUNICATION W/ PARENT. | ADMIN. |

| PBIS Review | Notes | Action Needed | Responsible |
|--|---|------------------------------------|--|
| (What positive interventions have been used recently? What changes need to be made?) | - PRAISE AND RECOGNITION FOR ACADEMIC + BEHAV. SUCCESS. | - CONTINUE COUNSELING INTERVENTION | - COUNSELOR - LSC - CLASSROOM TEACHERS |

| MTSS Behavior | Notes | Action Needed | Responsible |
|---|---|--|-----------------------------------|
| (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: [REDACTED] | - "LOW-LEVEL" COUNSELING TO MAINTAIN ACADEMICS. | - WILL SEEK COUNSELOR AS NECESSARY FOR MINOR BEHAV. CONCERNS | - LSC - COUNSELOR (MORELOS) |

| MTSS Academics | Notes | Action Needed | Responsible |
|--|---|---|-------------------------|
| (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: I V | - REVIEW OF GRADES + DATA THROUGH DAILY TEACHER INTERACTIONS. | - CONTINUED SUPPORT W/ HOME-WORK THROUGH PARENT CONTACT | - COUNSELOR - PARENT |

| Other | | | |
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| | | | |

General Summary of Meeting: [REDACTED] WILL SEEK HER COUNSELOR AS NEEDED AND WILL MAINTAIN CONSISTENT PARENT CONTACT / MEETINGS W/ TEACHERS AS NECESSARY.

MTSS Team Meeting Agenda

Date: 5/20/15 Site: SATTERD LSC: JUSTIN FREITAG
 Persons present: JUSTIN FREITAG, STEVE GABALDON,
JULIE MCGEE, SMITH JOHNSTEN

| Task | Notes |
|--|--|
| Review of Discipline Data (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?) | - ONE INCIDENT (OTHER AGGRESSION) - STUDENT SERVED COMMUNITY SERVICE. |

| School-Wide Corrective Action | Action Needed | Person Responsible |
|--|--|--------------------|
| (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?) | - ONE INCIDENT (OTHER AGGRESSION) - CONTINUE w/ DOCUMENTATION AND PREVENTATIVE STRAT. | - ADMIN. |

| PBIS Review | Notes | Action Needed | Responsible |
|--|--|--|-------------------------------------|
| (What positive interventions have been used recently? What changes need to be made?) | DAILY / VERBAL PRAISE FOR FOLLOWING AND REFLECTING EXPECTATIONS. | CONTINUE TO WORK ON SELF-REFLECTION AND INDIVID. STRATEGIES. | - CASE MGR. - CLASSROOM TEACHERS |

| MTSS Behavior | Notes | Action Needed | Responsible |
|---|---|---|-------------------------------------|
| (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: [REDACTED] | - COMMUNICATION w/ PARENT - MEET w/ BEHAVIOR SPEC. | - CONTINUED COUNSELING INTERVENTION - FOLLOW IEP ACCOMD. | - COUNSELOR - LSC - CASE MGR. |

| MTSS Academics | Notes | Action Needed | Responsible |
|---|---|--|----------------------------|
| (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: 11 | - BI-WEEKLY MEETING TO REVIEW ACADEMICS + DEVELOP INDIVIDUALIZED STRATEGIES | - CONTINUE IEP ACCOMD. - FOLLOW UP MTG. | - CASE MGR. - TEACHERS. |

| Other | | | |
|-------|--|--|--|
| | | | |

General Summary of Meeting: REVIEWED ACADEMIC + BEHAVIORAL DATA IN ORDER TO CONTINUE TO INDIVIDUALIZE STRATEGIES FOR SUCCESS. NEED TO CONTINUE DAILY REINFORCEMENTS OF STUDENT EXPECTATIONS. STUDENT SUPPORT SERVICES WILL ALSO INCLUDE COUNSELING INTERVENTIONS AND MEET w/ BEHAVIOR INTER. SPEC.

MTSS Team Meeting Agenda

Date: 5/20/15 Site: Safford LSC: Justin Freitag
 Persons present: Justin Freitag, C. Peppitoni, Jessica Harris

| Task | Notes | | |
|---|---|---|---|
| Review of Discipline Data (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?) | <ul style="list-style-type: none"> Student had 2 incidents during the 3rd quarter Teacher/parent conference held after Jan. 15. | | |
| School-Wide Corrective Action (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?) | Action Needed | Person Responsible | |
| | Continue w/ student's IEP behavior plan and incentives. Parent and student input provided. | <ul style="list-style-type: none"> Ms. Peppitoni Adult Aider Admin | |
| PBIS Review (What positive interventions have been used recently? What changes need to be made?) | Notes | Action Needed | Responsible |
| | Continue w/ point system w/ incentives. Student understands that he needs to ask for time out - communicate. | <ul style="list-style-type: none"> Behavior team to observe | <ul style="list-style-type: none"> Ms. P h SC Admin |
| MTSS Behavior (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: <div style="background-color: black; width: 100px; height: 20px; margin-top: 5px;"></div> | Frequent interventions have occurred including restorative conferences, time-out, still having issues. | | <ul style="list-style-type: none"> Ms. P Admin h SC Social worker |
| MTSS Academics (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: .7 11 | <ul style="list-style-type: none"> Computer prog. w/ 1 on 1 help. | | <ul style="list-style-type: none"> Ms. P Adult Aider. |
| Other | | | |

General Summary of Meeting: Student receiving accommodations through IEP and will continue to spend full day in self contained E.D. classroom with one Ex Ed teacher and two adult aides. Student will be moving to Doolen M.S. - exited Safford on January 29, 2015.

MTSS Team Meeting Agenda

Date: 5/29/15 Site: STAFFORD LSC: JUSTIN FRUITAG
 Persons present: JUSTIN FRUITAG K-8
STEVE GABARDON, SUSAN MORELOS, ELD

| Task | Notes |
|--|--|
| Review of Discipline Data (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?) | - ONE INCIDENT (FIGHTING) - MINOR TREND W/ DISRUPTIVE BEHAVIOR. |

| School-Wide Corrective Action (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?) | Action Needed | Person Responsible |
|---|--|----------------------------------|
| | - WAS ASSIGNED IN-SCHOOL SUSPENSION AND REFLECTED ON CONSEQ. OF ACTIONS. | - ADMIN - COUNSELOR (MORELOS) |

| PBIS Review (What positive interventions have been used recently? What changes need to be made?) | Notes | Action Needed | Responsible |
|---|--|---------------------------------------|----------------------------------|
| | - DAILY RECOGNITION OF 13 EXPECTATIONS AND FOLLOW-THROUGH. | - RESTITUTIVE PRACTICES AS NECESSARY. | - LSC - COUNS. - TEACHERS. |

| MTSS Behavior (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: | Notes | Action Needed | Responsible |
|--|---|---|--|
| <u>[REDACTED]</u> | - MINOR CLASS DISRUPTIONS TO BE ADDRESSED W/ PARENT CONTACT | - FOCUS ON INDIVID. STRATEGIES FOR SUCCESS. | - COUNS. (MORELOS) - ELD SUPPORT - LSC |

| MTSS Academics (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: | Notes | Action Needed | Responsible |
|---|--|--|------------------------------------|
| <u>11</u> | - ELD TEACHER WILL ASSIST WITH ASSIGN. COMPLETION + ACTIVITIES DIRECTION | - REVIEW OF ASSIGN. AND FOCUS ON SHORT-TERM SUCCESS. | - TEACHERS - COUNSELOR - LSC |

| Other | | | |
|-------|--|--|--|
| | | | |

General Summary of Meeting: [REDACTED] WILL CONTINUE TO RECEIVE DIFF. INSTRUCTION AS IT RELATES TO [REDACTED] ELD STATUS. WILL BE ABLE TO MEET W/ COUNSELOR AS NEEDED.

MTSS Team Meeting Agenda

Date: May 22, 2015 Site: Lawrence LSC: Carol Thomas
 Persons present: Ann Kobritz, Principal; Norma Lerma, ExEd; Noriko Barnabe, Counselor; Tony Quijada

| Task | Notes | | |
|--|---|---|--|
| Review of Discipline Data (Trends present? Appropriate representation? GSRR clarifications? Ideas for improvement?) | Teachers use a Minor Behavior Incident form to report infractions. Recording data from those shows 8 th grade with the largest number of reports, a large portion are in the classrooms, and another large portion occurring between the hours of 11:30-2:00. Summer work will include training for teachers to handle discipline in the classroom, looking at the times to see if they are playground or classroom issues, and providing better PBIS incentives for middle school. African American population appears to be overrepresented. However, with a population of 0.08 with three students representing the population, overrepresentation numbers are inflated. | | |
| School-Wide Corrective Action (What steps need to be taken to improve site discipline based on data review? What best practices were used to improve? Where did these strategies come from?) | Action Needed | Person Responsible | |
| | Administration to research best practices for better discipline procedures in classrooms, and provide more equipment and games outside on the playground. Check in with students each day to form relationships. Refer to mentoring program. | Ann Kobritz Carol Thomas Marcos Quijada Noriko Barnabe Ann Kobritz | |
| PBIS Review (What positive interventions have been used recently? What changes need to be made?) | Notes | Action Needed | Responsible |
| | Incentive Store/Lobo Bucks Attendance rewards Quarterly attendance rewards Sociogram with both offenders to ensure clear expectations. | To provide students with more opportunities to receive Lobo Bucks and better incentives. Sociogram completed | Ann Kobritz Carol Thomas Noriko Barnabe |
| MTSS Behavior (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: — [REDACTED] _____ | Abram: Student's negative behavior continually increased in the beginning of the year. School psychologist and LSC worked together with parent to get [REDACTED] back on proper meds. [REDACTED] | Ensure parent continues with meds. Mentor teacher, Coleen Bradley, to check in each day | Carlos Dejud Carol Thomas |

| | | | |
|---|--|---|---|
| | <p style="text-align: center;">[REDACTED]</p> | <p>and to work with student on self image and behavior choices.</p> <p>Assigned mentor teacher, Olsen Hancock. Mr. Hancock will check in and work with positive reinforcement with [REDACTED]</p> | |
| <p>MTSS Academics (Assignment of new students to a case manager, review of students currently being managed) List Students Added to Log: _____ _____ _____ _____</p> | <p>3 students were added to MTSS for academics, bringing the total for the year to 26.</p> | <p>Begin interventions with these 26 students at the beginning of the year and continue to monitor.</p> | <p>Ann Kobritz Carol Thomas Assigned Classroom Teachers</p> |
| <p>Other</p> | | | |

General Summary of Meeting: Discuss behavior, review data and lay plans for summer work that will improve our PBIS system. Discuss MTSS plans for current students at the beginning of next year and the importance of starting interventions as soon as possible. Provide MTSS information on a group of incoming students from Johnson who will need MTSS and interventions at the beginning of the year.

Increase Mentor Program to target students at risk. Reduction of behavior incidents.