

APPENDIX VI – 11

Culture and Climate Protocol

October 1, 2015

Purpose:

Today is about gathering feedback from you on issues of culture and climate, specifically the MTSS, PBIS and RP practices at your schools. This information will assist us in refining our efforts to build positive and affirming school cultures for our students and staff.

Outcome:

Participants will:

- Review levels of discipline within the GSRRs, Level 1 through 5
- Provide feedback about what's working with culture and climate
- Provide recommendations for improvement to culture and climate practices

To be used to streamline and support coherent set of practices at our schools.

Facilitator - Keeps conversation going and adheres to norms

Scribe - records feedback via document in SP.

Culture and Climate Presentation

Academic Leadership Team
Principal Training PowerPoint
Thursday, October 22, 2015

**“You don’t have to change
the student population to
get results, you have to
change the conditions
under which they learn.”**

--Pedro Noguera

Principal Feedback From Last ILA

- * There seems to be an understanding among principals that we have to implement new practices as we address issues of school safety and implement the GSRR.
- * Principals are implementing MTSS meetings and Monthly Discipline Review/PBIS meetings with fidelity.
- * Training is requested to better understand Culture and Climate issues like Restorative Practice training for teachers, GSRR, how discipline is implemented by principals, and how to implement interventions.
- * Many schools are implementing practices that could be replicated at other schools. We will post these practices on the principal's SharePoint.
- * In today's ILA SharePoint we posted the feedback you provided at the ILA meeting we had on October 1. Please review the information

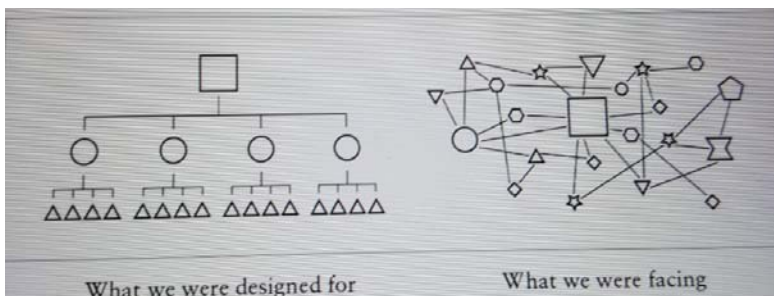
Principal Feedback

- * Principals expressed a need for more training across the board on issues of culture and climate, specifically how to implement GSR.
- * Communication about culture and climate must be processed from Central Leadership to principals and then to teachers in a more consistent pattern.
- * We need to work with principals more closely in matters of level 3, specifically how to deal with the degrees of aggression.
- * There was quite a bit of discussion among principals about profane and abusive language directed at adults on campus. This is a level 2 violation that needs to be reviewed.
- * There needs to be more fluency and consistency in using data to drive decision making. More specifically, sharing data with the faculty needs to be done more consistently.

Working Hard But Not Together



How We're Organized versus How Problems Present Themselves



Justification of Culture and Climate Practices

- * We need a pathway out of the USP. Working with fidelity to address matters of culture and climate will provide TUSD this pathway.
- * The data on discipline and credit acquisition shows clear disproportionality, and demands a plan of action acceptable to the Special Master, the Plaintiffs and the DOJ.
- * We have a moral obligation to address the disparities in our data.
- * Principals need a set of common practices that can be monitored and evaluated so we can measure progress , and replicate effective practices.

What is the Purpose of Culture and Climate?

- * We need our principals engaged in establishing a positive culture and climate because all kids deserve the good stuff.
- * All kids deserve to attend a school where they feel welcomed, cared for, and supported. When this type of environment is created, students have the opportunity to thrive.
- * Many of our kids deal with life realities most of our faculty and staff can't imagine. Therefore, in many instances, our campuses must serve as a safe and caring place.
- * Our number one charge is to ensure we provide every student the opportunity to succeed in life. If we work to ensure our schools have a great culture and climate we support the foundation necessary for teaching and learning to occur.
- * Our employees deserve to work in an environment that is safe, where learning is valued and where their work is valued.

Principals Trying to Keep Balance



Can You Identify With This Guy?



The Case for Communication

District Actions

- * The USP mandates that the District address the disparity in our suspension and academic data.
- * Leadership is reviewing suspension data like never before.
- * There are more initiatives that require principals to review and/or change some practices.
- * We are expecting principals to implement practices that work to keep students on campus, or to at least establish a record of interventions. However, past practices would have resulted in exclusionary discipline.
- * Relationships and Relevance are critical if we are going to see changes in student behavior and stronger academic achievement.

Some Principal Positions

- * Principals are compelled to maintain a safe and orderly campus.
- * Some teachers and principals are stating that students believe we have backed away from holding them accountable.
- * Many principals are trying to increase their enrollment. The chatter that schools are out of control represents an added burden to that process.
- * Some principals are stating their efforts to keep order on the campus, and respond to teacher complaints about students is causing them to lose credibility.
- * Principals have been reporting it has been difficult to meet with teachers to outline these changes, but they are required implement these changes.
- * Some principals feel they are being micro-managed and that their data will be held against them.

The Moral Imperative

- * The effort to address disparity within the school system and the task principals have to maintain a safe and orderly campus are not incompatible.
- * When initiatives emerge in an organization communication and the order of the existing culture suffer.
- * Some teachers, and even some of you, may have genuine concerns about the changes we are proposing through culture and climate.
- * We are instituting practices, MTSS, PBIS, Discipline Review meetings, prior to or in conjunction with the training for principals. We are then asking you to work with your teachers, and explain the new order of practices.

MTSS

- * Meeting Agenda:
http://gateway/dept/ILA/_layouts/15/start.aspx#/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2Fdept%2FILA%2FShared%20Documents%2FSY%202015%2D2016%2FMTSS%2015%2D16&FolderCTID=0x012000A67BFE20BF02D74F8C95A6EDB739BAD5&View=%7BBBF87270%2DEF3A%2D4108%2DA84C%2DB8D3C4E26842%7D
- * MTSS meetings must be on the school's calendar and should occur at least twice a month.
- * The members of the MTSS committee should be listed by each principal.
- * There must be a clear connection between the meetings held for MTSS, and students moving up or down on the Pyramid of Intervention.

Monthly Discipline Review Meeting

- * The Principal and the LSC lead this meeting.
- * Campus-wide expectations and norms (visible and practiced regularly)
- * Consistent classroom expectations and norms (visible and practiced regularly)
- * During the PBIS site team monthly meeting, the first part of the meeting should focus on review the campus' discipline data
- * The second part of the meeting should focus on modifying, adjusting, or reinforcing the campus' PBIS plan

Monthly Discipline Review Meeting

- * **Discipline Monthly Report** By the 10th of each month for the previous month (Example August report Due by September 10, 2015)
- * **Incident (AZSafe) Student Detail Report from Mojave per month.** By the 10th of each month for the previous month (Example August report Due by September 10, 2015)
- * **LSC Incident Tracking Form (Excel) per month** By the 10th of each month for the previous month (Example August report Due by September 10, 2015)
- * **Intervention Block report from Mojave per month**

The Role of the Principal

- * Provide leadership and support to ensure the MTSS process is being implemented effectively on his/her school
- * Assign a School Coordinator (Learning Supports Coordinator or Designee)
- * PLC data review time built into the master schedule to analyze progress monitoring data
- * Monitor the performance data on all students on his/her school
- * Stay in communication with the School Coordinator (LSC or Designee) and teachers on student growth or lack of performance
- * Train all staff on MTSS, PBIS, Restorative Practices, effective teaching strategies, required documentation, and school expectations
- * Assign School Coordinator (principal w/ assistance of assistant principal, if available) to high-risk students)

The Role of the Principal

- * Collaborate with, guide, and direct School Coordinator in MTSS and PBIS/Discipline Review Meetings.
- * Provide and maintain a supportive role during school MTSS meetings
- * Encourage participation from all during MTSS meetings
- * Verify consistent quality instruction and classroom behavior management are occurring prior to Tier 2 implementation
- * Oversee process of documentation via district forms to ensure they are current
- * Participate in MTSS Monthly Team meetings and at the end of each quarter conduct an analysis of the Discipline Data
- * Use *Classroom Environment Checklist* to support best teaching practices
- * Use School Administration Checklist and Staff Inventory to help guide you

Challenging Students

- * It seems that each school is challenged by a group of students who present profound needs and/or deficiencies. These can manifest as students who are homeless, delinquent, show excessive aggression, or are hard to reach for educators.
- * We must do a better job of identifying these students earlier in the school year.
- * We must work as a team to identify resources, assign tasks to address each of these students, and to reach out to community agencies who can assist these students and their families.
- * If these students constitute more than 5% of the school's population, then principals and their teams need District assistance regarding next steps.
- * We also have to calibrate and work off a common rubric to ensure that one's school 5% equates to the next school's 5%.

Solidifying Some Practices

- * If a student has been sent to the office for physical aggression in a classroom, that student should not be returned to that classroom within the same period.
- * If a student's behaviors had the effect of humiliating or embarrassing a teacher or other students in the class, that student should not be returned to that classroom within the same period.
- * There are fundamental practices that should be day to day practice at all of our schools. Examples include: Supervision of students in hallways, teachers being at their doors during passing periods, having a plan to address how students transition before school, during lunch and afterschool.
- * These practices should be communicated to faculty and staff, practiced with fidelity daily, and principals should seek input from staff to improve and streamline these practices.
- * As we are moving to focus on culture and climate issues, communication and ensuring your faculty and staff know how and why your practices look different from the past is critical.
- * Please know that your Leadership Offices, Curriculum/Instruction, Student Services and Academic Leadership are your partners and we are always ready to support and serve you as you work through these practices.

Our Current Reality

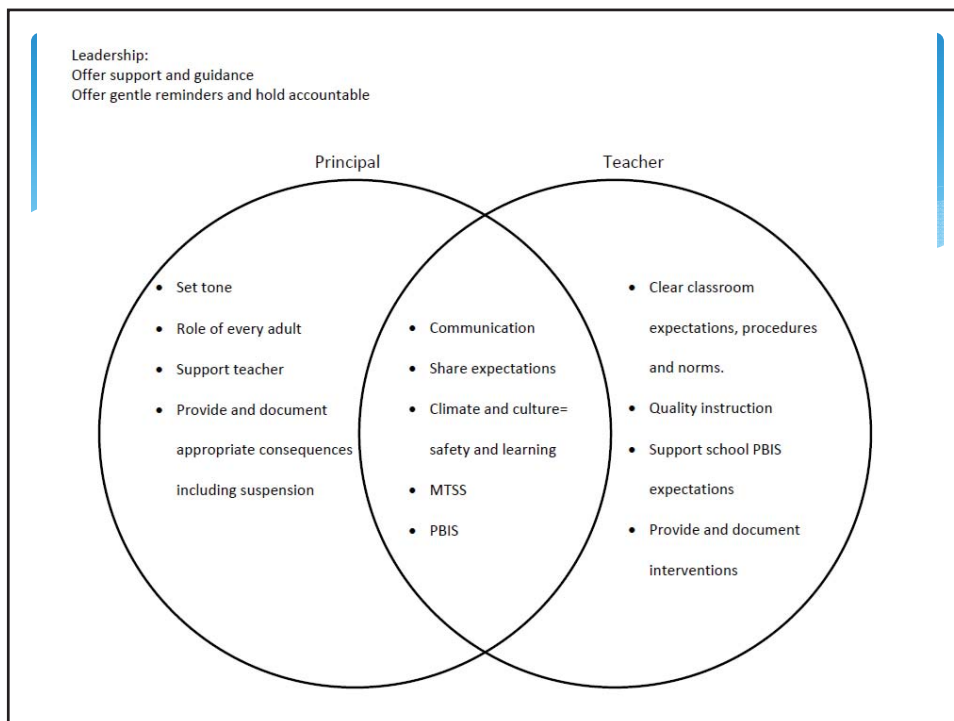
We have oversight from → USP, Department of Justice (DOJ),
Special Master, Plaintiffs

USP → We have had a disparity in Discipline practices with our
Latino and African American students

- We are different from other districts due to the oversight requirement
- What is the right thing to do with Discipline?
- For us, it should be more than compliance → This is an **investment**

Goals

- * Reduce disparities in our discipline
- * Improve student achievement for **all** kids
- * Reduce the achievement gap
- * Achieve Unitary Status



Next Steps

- * Your Directors will be addressing these topics with you individually as they visit with you.
- * The MTSS meetings and PBIS/Monthly Discipline Review are high priority, and you should use the data to influence your practices.
- * You should be communicating frequently with your faculty, staff, students and with your parents about what your school is doing regarding culture and climate.
- * Use this PowerPoint, edit it so it is site specific, and make a presentation to your faculty and staff. Make sure your site council receives the same presentation.
- * Celebrate the good news in your data. At the same time acknowledge struggles, and work to address areas of concern.

Leadership

- * As you move to communicate and work with your constituency, don't be a victim or present as though you are merely complying with the latest from Central
- * You have to show your level of commitment to the work. We have shown you why we think this work is important and why we are altering our practices. What will be your message to your constituents? Why is this important to you? How will your school be different and better for your students because you lead your faculty in this new direction?
- * No one wins when a school doesn't have effective management, and the perception is that students are out of control. You will have to make the case that the mandates of the USP and what we know about maintaining effective order in a school are not incompatible.
- * We cannot wish away the District's current environment relative to the position we are in with the Federal Court. Our hands are not tied, but we cannot sustain past practices that maintained a status quo that is morally untenable.

This is a Process

- * It's ok to struggle with this. It is not ok not to try!
- * Be candid with your constituents about areas where you still have questions.
- * However, work to have your questions clarified. The academic team you have access to is ready to assist you and we see ourselves as your partners.
- * The process of improving culture and climate at your school will be continuous.
- * The good news is that we have a plan and a structure in place to support you in this important work.