

APPENDIX VI – 39

Discipline Data Training

Defining Interventions in Student

Description

You define interventions for a student using the Intervention block. This block is also available in Class.

Note: Currently two categories of interventions are available in Mojave: Academic and Behavioral. A third category for Withdrawal is in development.

Before You Begin



You must be working in the Student window and you must [select a student](#). Make sure you have selected the correct class year. Your school must give you permission to use this function.

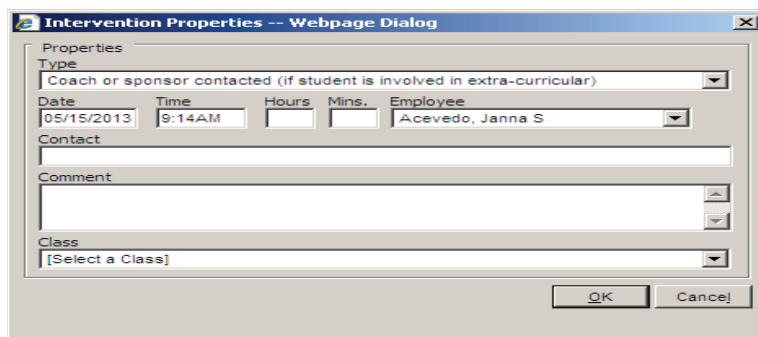
Steps to Take

1. In the Block field, select Intervention. The student's Intervention details appear in this block.



Date	Time	Category	Type	Employee / Class	Contact
05/15/2013	9:14AM	Academic	Coach or sponsor contacted (if student is involved in extra-curricular)	Acevedo, Janna S	

2. To create a new record, click the  icon. To edit an existing record, click the  icon. The Intervention Properties dialog box appears.



Intervention Properties -- Webpage Dialog

Properties

Type
Coach or sponsor contacted (if student is involved in extra-curricular)

Date: 05/15/2013 Time: 9:14AM Hours: Mins: Employee: Acevedo, Janna S

Contact

Comment

Class
[Select a Class]


OK Cancel

3. In the Type field, select the desired type.

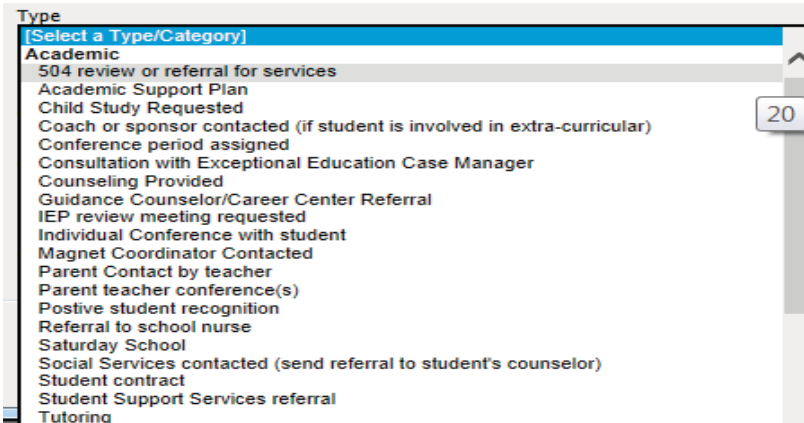
Note: This is a required field. You must select a type or you won't be able to save the record.

4. The Date and Time fields will default to the most current values, but you can modify them.
5. In the Hours and Mins fields, you can enter the duration of the intervention.
6. In the Employee field, select the desired employee.

Note: This is a required field. You must select an employee or you won't be able to save the record.

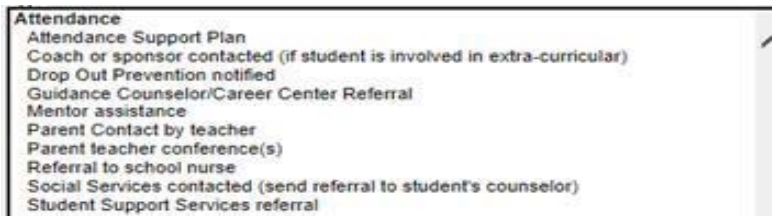
7. In the Contact field, enter the contact for the intervention.
8. In the Comment field, type any comments.
9. In the Class field, select the desired class.
10. Click OK.
11. To delete a record, click the  icon.

Intervention Types:

Academic: 

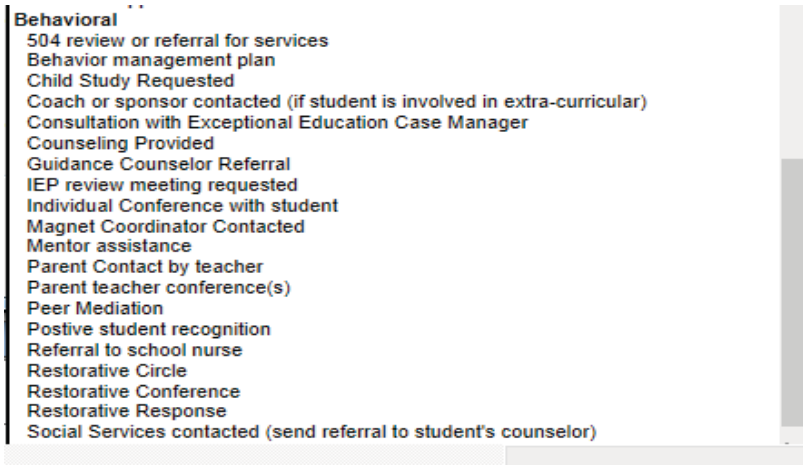
The dropdown menu for 'Academic' shows the following list of intervention types:

- 504 review or referral for services
- Academic Support Plan
- Child Study Requested
- Coach or sponsor contacted (if student is involved in extra-curricular)
- Conference period assigned
- Consultation with Exceptional Education Case Manager
- Counseling Provided
- Guidance Counselor/Career Center Referral
- IEP review meeting requested
- Individual Conference with student
- Magnet Coordinator Contacted
- Parent Contact by teacher
- Parent teacher conference(s)
- Positive student recognition
- Referral to school nurse
- Saturday School
- Social Services contacted (send referral to student's counselor)
- Student contract
- Student Support Services referral
- Tutoring

Attendance: 

The dropdown menu for 'Attendance' shows the following list of intervention types:

- Attendance Support Plan
- Coach or sponsor contacted (if student is involved in extra-curricular)
- Drop Out Prevention notified
- Guidance Counselor/Career Center Referral
- Mentor assistance
- Parent Contact by teacher
- Parent teacher conference(s)
- Referral to school nurse
- Social Services contacted (send referral to student's counselor)
- Student Support Services referral

Behavioral: 

The dropdown menu for 'Behavioral' shows the following list of intervention types:

- 504 review or referral for services
- Behavior management plan
- Child Study Requested
- Coach or sponsor contacted (if student is involved in extra-curricular)
- Consultation with Exceptional Education Case Manager
- Counseling Provided
- Guidance Counselor Referral
- IEP review meeting requested
- Individual Conference with student
- Magnet Coordinator Contacted
- Mentor assistance
- Parent Contact by teacher
- Parent teacher conference(s)
- Peer Mediation
- Positive student recognition
- Referral to school nurse
- Restorative Circle
- Restorative Conference
- Restorative Response
- Social Services contacted (send referral to student's counselor)

Intervention Reports:


Mojave – Report – My Reports – Create a report.....

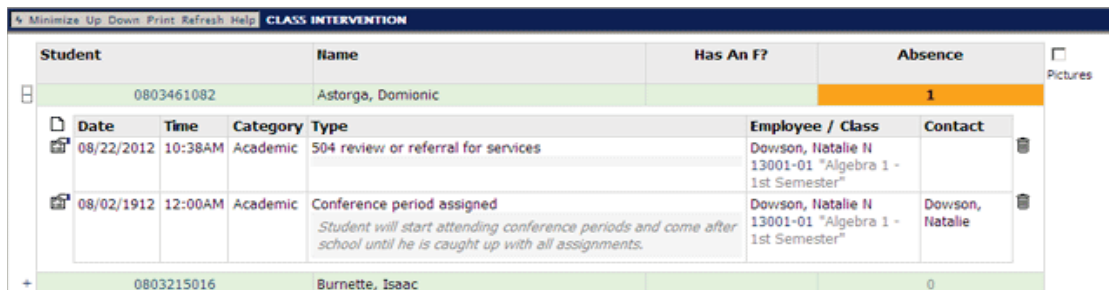
Interventions in Class

Description


You define **interventions** for a student using the **Intervention** block. This block is also available in Student.

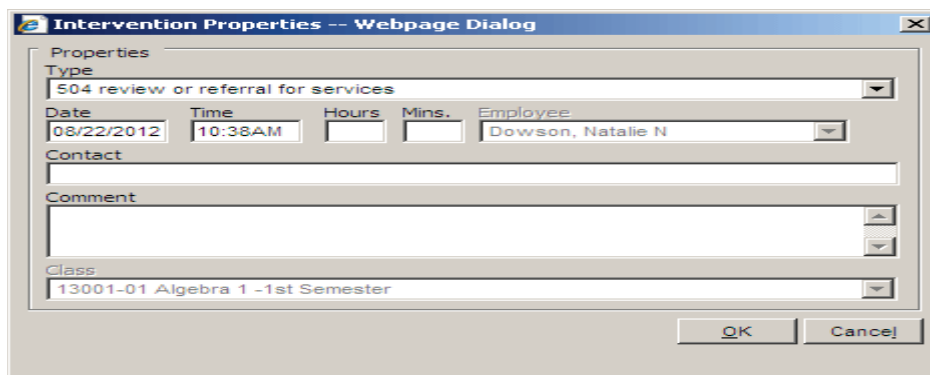
Steps to Take

1. In the Block field, select **Intervention**. A list of students in the class appears. Click the  icon on the left of a student's matric to view **interventions**.



Student	Name	Has An F?	Absence																		
0803461082	Astorga, Domionic		1																		
<table border="1"> <thead> <tr> <th>Date</th> <th>Time</th> <th>Category</th> <th>Type</th> <th>Employee / Class</th> <th>Contact</th> </tr> </thead> <tbody> <tr> <td>08/22/2012</td> <td>10:38AM</td> <td>Academic</td> <td>504 review or referral for services</td> <td>Dowson, Natalie N 13001-01 "Algebra 1 - 1st Semester"</td> <td></td> </tr> <tr> <td>08/02/1912</td> <td>12:00AM</td> <td>Academic</td> <td>Conference period assigned <i>Student will start attending conference periods and come after school until he is caught up with all assignments.</i></td> <td>Dowson, Natalie N 13001-01 "Algebra 1 - 1st Semester"</td> <td>Dowson, Natalie</td> </tr> </tbody> </table>				Date	Time	Category	Type	Employee / Class	Contact	08/22/2012	10:38AM	Academic	504 review or referral for services	Dowson, Natalie N 13001-01 "Algebra 1 - 1st Semester"		08/02/1912	12:00AM	Academic	Conference period assigned <i>Student will start attending conference periods and come after school until he is caught up with all assignments.</i>	Dowson, Natalie N 13001-01 "Algebra 1 - 1st Semester"	Dowson, Natalie
Date	Time	Category	Type	Employee / Class	Contact																
08/22/2012	10:38AM	Academic	504 review or referral for services	Dowson, Natalie N 13001-01 "Algebra 1 - 1st Semester"																	
08/02/1912	12:00AM	Academic	Conference period assigned <i>Student will start attending conference periods and come after school until he is caught up with all assignments.</i>	Dowson, Natalie N 13001-01 "Algebra 1 - 1st Semester"	Dowson, Natalie																
0803215016	Burnette, Isaac		0																		

2. To create a new record, click the  icon. To edit an existing record, click the  icon. The **Intervention** Properties dialog box appears.



Intervention Properties -- Webpage Dialog

Properties

Type: 504 review or referral for services

Date: 08/22/2012 Time: 10:38AM Hours: Mins.: Employee: Dowson, Natalie N

Contact:


Comment:

Class: 13001-01 Algebra 1 -1st Semester

OK Cancel

3. In the Type field, select the desired type.

Note: This is a required field. You must select a type or you won't be able to save the record.

4. The Date and Time fields will default to the most current values, but you can modify them.
5. In the Hours and Mins fields, you can enter the duration of the **intervention**.
6. The Employee field will default to the class teacher. The field is greyed out and can't be modified.
Note: This field can be modified if you access the record through the **Intervention** block in Student.
7. In the Contact field, enter the contact for the **intervention**.
8. In the Comment field, type any comments.
9. The Class field will default to the selected class. The field is greyed out and can't be modified. **Note:** This field can be modified if you access the record through the **Intervention** block in Student.
10. Click OK.
11. To delete a record, click the  icon.

Using the Intervention Block to record counselors' work with students

Description

You define interventions for a student using the Intervention block.

Note: Currently two categories of interventions are available in Mojave: Academic and Behavioral.

Before You Begin

You must be working in the Student window and you must [select a student](#). Make sure you have selected the correct school year. Your school must give you permission to use this function. (see office manager)

Steps to Take

1. In the Block field, select Intervention. The student's Intervention details appear in this block.

Date	Time	Category	Type	Employee / Class	Contact
05/15/2013	9:14AM	Academic	Coach or sponsor contacted (if student is involved in extra-curricular)	Acevedo, Janna S	

2. To create a new record, click the  icon. To edit an existing record, click the  icon. The Intervention Properties dialog box appears.

3. In the Type field, select the desired type.


Note: This is a required field. You must select a type or you won't be able to save the record.

4. The Date and Time fields will default to the most current values, but you can modify them.
5. In the Hours and Mins (minutes) fields, you can enter the duration of the intervention.
6. In the Employee field, select the desired employee.

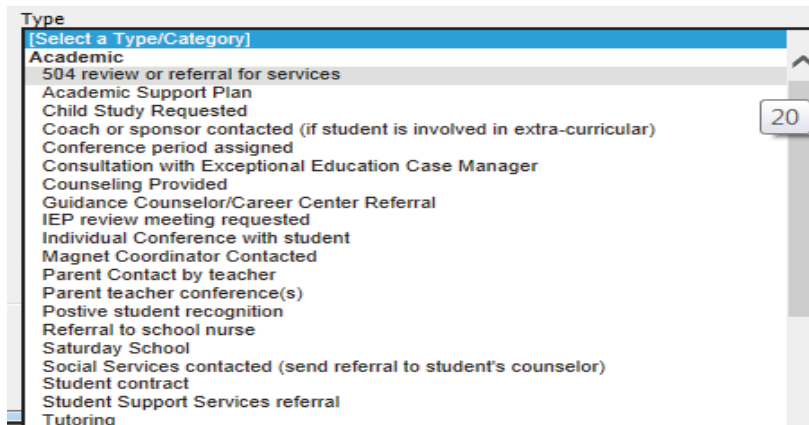
Note: This is a required field. You must select an employee or you won't be able to save the record.

7. In the Contact field, enter the contact for the intervention. (counselor name)
8. In the Comment field, type any comments.

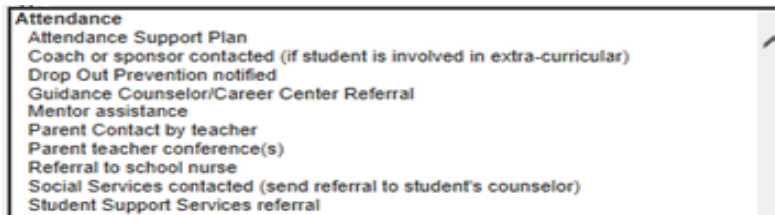
Make your comments clear and concise without including assumptions and opinions. Other students' names are not written in a student's record. Remember your ethical responsibility of confidentiality regarding student disclosures. Record the intervention provided.

9. In the Class field, select the desired class.
10. Click OK.
11. To delete a record, click the  icon.

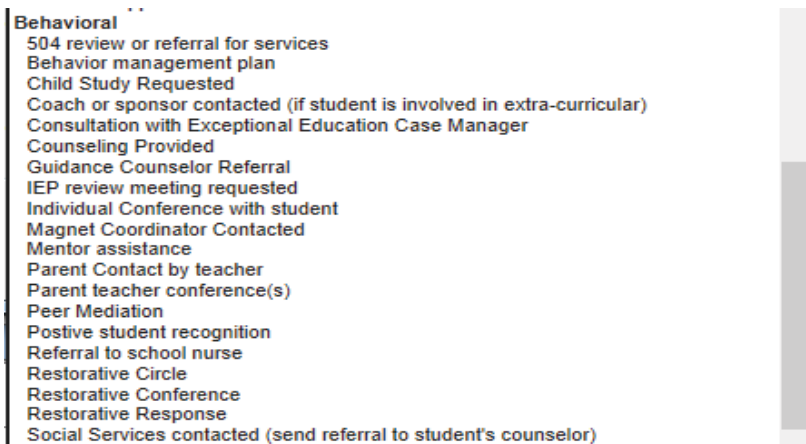
Intervention Types:



Academic:



Attendance:



Behavioral:

Intervention Reports:

Mojave – Report – My Reports – Create a report.....


Creating an Intervention Report

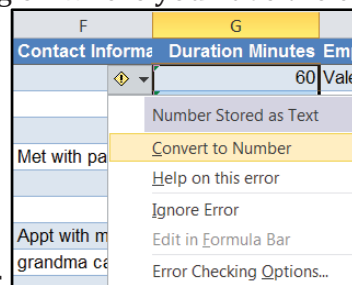
1. In the Report window, select the My Reports view from the dropdown
2. Next to Generator click Create. The Report Definition Properties dialog box opens.
3. In the Data Set field, scroll down to Student Intervention select it
4. Add the desired fields
 1. Fields can be checked in the order you wish them to appear OR
 2. Add all fields and use sort field (and/or remove any field you wish) OR
 3. Edit/remove fields once in Excel
5. Add a sort if you desire
6. Click Save. You will be prompted to create a name for the report
7. In the field, type the report's name, and then click OK. The report will be available in the My Reports view.
8. You can run the report to an Excel file

Using the Mojave – Report – My Reports - Intervention

- 1) Open Report and select My Report
- 2) Select the Student Intervention data set for your report
- 3) Change to desired dates
- 4) Leave default (Excel) and click on the Execute button
- 5) Excel will open (check taskbar) report will be visible
- 6) Sort report as needed

Sorting in Excel

- 1) Once open in Excel you can double click between the columns A and B for instance and widen all columns
- 2) From the Home tab – select Sort and Filter from the Editing group (I like to use Custom sort)
- 3) Sort by desired field(s)
- 4) To add a formula to the Duration Minutes column
 - a. In the Duration Minutes column, select the first number
 - b. Now hold the Ctrl + Shift + down arrow keys this will select the minutes in the minute column only
 - c. Now using the scroll bar scroll to the top of the column
 - d. Right mouse click the  which may appear to the left or right of the column (depending on where you have the column) then left mouse click/select Convert



to Number

- e. Now you may go to a blank cell and add a formula to add the minutes – use Excel help for the F1 key to add a formula if you need assistance or call the helpdesk at 225-6333

Cheat-Sheet for the Data Dashboard for Discipline

Definitions

- **KPI: Key Performance Indicator (USP)** – uses the **district level** percent of White student discipline incidents as the basis of comparison to each ethnic group in a school.
 - This view creates a baseline from the White students' percent of incidents so that each school level (elementary, middle, K8, high school) uses the same data as a comparison.
 - When the percentage of White student incidents at a school are compared to the percentage of white student incidents from the district level, they will show a ratio (green, yellow, red) just like the other ethnic groups.
 - The KPI view is useful in place of the School Risk Ratio (SRR) view if a school has very few White students and/or White students without discipline documentation.
- **SRR: School Risk Ratio (DOI)** - uses the **school level** percent of White student incidences as the point of comparison to each ethnic group in the school.
 - This view is useful to examine if disparities exist among ethnic groups within a school.
 - The percent of White student incidents at a school serves as the baseline and is compared to the other ethnic groups at the school level. When the school level SSR is compared to the percentage of White student incidents, the resulting index value is always one.
 - Please note: If the percent of White student incidents is none or 0 at the school, then there is no baseline to compare all other ethnicities against. The result is that all ethnicities will be coded in green regardless of the actual incidences.

How to read the Data Dashboard

- What do the colors mean?

The colors represent various ratio levels. A ratio is a comparison between two amounts and shows the number of times one value is contained within the other. E.g., 'the ratio of men's jobs to women's is 8 to 1'.

- Green means 'in balance' and indicates that the ratio between White students and another ethnicity is proportionate. (Green circle: a ratio of ≤ 1.5)
 - Yellow means 'warning' and indicates that the ratio between White students and another ethnicity is only somewhat proportionate. (Yellow triangle: a ratio of > 1.5 and < 2.5)
 - Red means 'danger' and indicates that the ratio between White students and another ethnicity is disproportionate. (Red diamond: a ratio of ≥ 2.5)
- What do the numbers mean? For example, on the School Risk Ratio page below, how is the 3.4 ratio for all African Americans calculated?

The ratio is derived by dividing the Discipline Percent of two Populations (Last column) in the School/Level Detail box on the right-hand side. For example, African American discipline incidents make up 0.86% (or less than 1%) of the percent of their Population and Whites make up 0.25% of their population. (0.86 divided by $0.25 = 3.4$). This data tells us that the discipline rates of African Americans are disproportionately greater than the discipline rates of Whites by a ratio of 3.4 to 1.0.

Cheat-Sheet for the Data Dashboard for Discipline

School Risk Ratio | USP Discipline KPI | Discipline by Week | Discipline by Gender Over Time | Violations by School | Schools by Violation

School Year Quarter Gender Action Type Violation Type

School Risk Ratio (Comparison to White Within School)

	White/Anglo		African American		Hispanic		Native American		Asian American		Multi-Racial	
	School Risk Ratio		School Risk Ratio		School Risk Ratio		School Risk Ratio		School Risk Ratio		School Risk Ratio	
	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
▲ All	1.0	●	3.4	◆	1.5	●	2.7	◆	0.4	●	1.0	●
▷ Elementary School	1.0	●	4.9	◆	1.8	▲		●		●	1.9	▲
▷ K-8 School	1.0	●	1.0	●	0.5	●	2.6	◆		●		●
▷ Middle School	1.0	●	2.3	▲	1.2	●	2.0	▲		●	1.6	▲
▷ High School	1.0	●	6.4	◆	2.4	▲	3.0	◆	1.1	●	1.0	●
▷ Alternative School		●		●		●		●		●		●

School/Level Detail

Student Demographics...	Distinct Stu...	Distinct Stu...	Discipline P...
▷ All			
▲ All	185	47790	0.39%
White/Anglo	25	9984	0.25%
African American	36	4205	0.86%
Hispanic	107	29269	0.37%
Native American	12	1803	0.67%
Asian American	1	940	0.11%
Multi-Racial	4	1589	0.25%

- What does it mean if the African American population at my school is coded green with the KPI, but coded red with the SRR?

Mansfeld is a good example of this scenario from the 1st quarter of 2014-15:

- **District Level** White student comparison or *Key Performance Indicator (KPI)*: The African American ratio was green (with a value of 1.2)
- **School Level** White Student comparison or *School Risk Ratio (SRR)*: The African American ratio was red (with a value of 6.3)

The reason for the different colors for the two reports is that Mansfeld's African American students did not get in as much trouble as White middle school students at the **District level**. The KPI ratio was in balance and showed as a green circle. However, African American students got in more trouble than the White students at the **School level**. The SSR ratio was out of balance and showed as a red diamond.

In other words, when compared to the **District level** middle school kids, Mansfeld kids don't get into as much trouble. Comparing Mansfeld's African American students to the **District level** makes them look in balance. Yet, at the **School level**, ethnic disparities *within the school* became apparent. This specific case was used by the Department of Justice (DOJ) to justify why they prefer to use the School Risk Ratio.

Formulas that resulted in this contrast at Mansfeld:

- **USP KPI = 8.00%** of the school's African American students (see: School/Level Detail box to the right) were involved in one or more disciplinary incident(s) in comparison to **6.90%** of the White students at the *District middle school level* ($8.00\%/6.90\%=1.2$ or a green circle).
- African American students at Mansfeld were 1.2 times as likely to get into trouble as White middle school students.

Cheat-Sheet for the Data Dashboard for Discipline

School Risk Ratio | USP Discipline KPI | Discipline by Week | Discipline by Gender Over Time | Violations by School | Schools by Violation

School Year Quarter Gender Action Type Violation Type

USP KPI by School/Level (Comparison to White Total for School Level)



	All													
	White/Anglo		African American		Hispanic		Native American		Asian American		Multi-Racial			
	USP KPI		USP KPI		USP KPI		USP KPI		USP KPI		USP KPI		USP KPI	
	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
All	1.1	●	1.0	●	1.9	▲	1.0	●	1.3	●	0.4	●	1.3	●
Elementary School	1.0	●	1.0	●	1.7	▲	0.8	●	0.6	●	0.3	●	1.7	▲
K-8 School	1.4	●	1.0	●	2.4	▲	1.2	●	2.3	▲	0.3	●	2.2	▲
Middle School	1.1	●	1.0	●	1.9	▲	1.1	●	1.2	●	0.5	●	1.3	●
Carson		●		●		●		●		●		●		●
Dodge	1.4	●	1.1	●	1.0	●	1.5	▲		●		●	1.3	●
Doolen	1.8	▲	1.7	▲	3.1	◆	1.6	▲	0.7	●	0.2	●	2.2	▲
Gridley	0.9	●	0.8	●	0.7	●	1.1	●		●		●	0.9	●
Hohokam		●		●		●		●		●		●		●
Magee	0.8	●	0.5	●	1.0	●	1.2	●		●	1.2	●	0.9	●
Mansfeld	0.5	●	0.2	●	1.2	●	0.4	●	1.6	▲		●	1.4	●

School/Level Detail

Student Demographics...	Distinct Stu...	Distinct Stu...	Discipline P...
All			
All	28	790	3.54%
White/Anglo	1	79	1.27%
African American	4	50	8.00%
Hispanic	19	613	3.10%
Native American	3	28	10.71%
Asian American		10	
Multi-Racial	1	10	10.00%

- **School Risk Ratio = 8.00%** of the school's African American students (see: School/Level Detail box to the right) were involved in one or more disciplinary incident(s) in comparison to only **1.27%** of *Mansfeld's* White students. ($8.00\%/1.27\%=6.3$ or a red diamond)
- African American students at Mansfeld were 6.3 times as likely to get into trouble as White students at Mansfeld.

School Risk Ratio | USP Discipline KPI | Discipline by Week | Discipline by Gender Over Time | Violations by School | Schools by Violation

School Year Quarter Gender Action Type Violation Type

School Risk Ratio (Comparison to White Within School)

	White/Anglo		African American		Hispanic		Native American		Asian American		Multi-Racial	
	School Risk Ratio		School Risk Ratio		School Risk Ratio		School Risk Ratio		School Risk Ratio		School Risk Ratio	
	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
All	1.0	●	1.9	▲	1.0	●	1.3	●	0.4	●	1.3	●
Elementary School	1.0	●	1.7	▲	0.8	●	0.6	●	0.3	●	1.7	▲
K-8 School	1.0	●	2.4	▲	1.2	●	2.3	▲	0.3	●	2.2	▲
Middle School	1.0	●	1.9	▲	1.1	●	1.2	●	0.5	●	1.3	●
Carson		●		●		●		●		●		●
Dodge	1.0	●	0.9	●	1.4	●		●		●	1.2	●
Doolen	1.0	●	1.8	▲	0.9	●	0.4	●	0.1	●	1.3	●
Gridley	1.0	●	0.9	●	1.3	●		●		●	1.0	●
Hohokam		●		●		●		●		●		●
Magee	1.0	●	2.1	▲	2.6	◆		●	2.6	◆	1.9	▲
Mansfeld	1.0	●	6.3	◆	2.4	▲	8.5	◆		●	7.9	◆

School/Level Detail

Student Demographics...	Distinct Stu...	Distinct Stu...	Discipline P...
All			
All	28	790	3.54%
White/Anglo	1	79	1.27%
African American	4	50	8.00%
Hispanic	19	613	3.10%
Native American	3	28	10.71%
Asian American		10	
Multi-Racial	1	10	10.00%

If we continue to do the same things we've been doing,
we will continue to get the same results.




"This is the worst class I've ever had."

NOVEMBER 1985 209

Purpose of a Flow Chart

- A common **purpose** and **approach** to discipline.
- Procedures for **on-going monitoring** and **evaluation**

 <h3 style="text-align: center;">Lawrence Intermediate Minor Behavior Report</h3>		
<p>Student Information</p> <p>Name: _____</p> <p>Teacher: _____</p> <p>Date: _____</p> <p>Time: _____</p>	<p>Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name calling/bullying <input type="checkbox"/> Refusal to cooperate <input type="checkbox"/> Vandalism <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Racial slurs <input type="checkbox"/> Physical violence <input type="checkbox"/> Other: _____ 	
<p>Location</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Hallway <input type="checkbox"/> Bathroom <input type="checkbox"/> Bus <input type="checkbox"/> Other: _____ 	<p>Motivators</p> <p>Attention from</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adults <input type="checkbox"/> Peers <p>Avoidance of</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adults <input type="checkbox"/> Peers <p>Avoidance of work</p> <p>Obtain ngan item</p> <p>Unknown</p>	<p>Incident</p> <p>What happened before, during, and after?</p>
<p>Parent will be notified when student has received 3 MBI's.</p>		

<p>Step 1: Redirect the student</p> <p>Action Taken: Please mark off</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remind student of expectation <input type="checkbox"/> Make eye contact with the student <input type="checkbox"/> Use proximity <input type="checkbox"/> Stop and wait <input type="checkbox"/> Point to matrix <input type="checkbox"/> Create a signal as a reminder <input type="checkbox"/> Appropriate physical touch <input type="checkbox"/> Have student say/write expectation 	<p>Step 2: Student/Teacher Conference</p> <p>Action Taken: Please mark off</p> <ul style="list-style-type: none"> <input type="checkbox"/> Restate the expectation <input type="checkbox"/> Ask for their input, what is causing misbehavior <input type="checkbox"/> Solicit ideas from the student that will help him/her re-focus (moving seats, sitting alone, addressing the workload, etc.) <input type="checkbox"/> Create a plan you both agree on 	<p>Step 3: Removal from class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student was sent to _____ at _____ (time) <input type="checkbox"/> Student returned at _____ (time)
<p>Step 4: Parent/Guardian contact. Inform the parent of the situation and have the student talk to him/her.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name of parent _____ <input type="checkbox"/> Parent wasn't available, letter sent home with student. 		
<p>Step 5: Office Visit</p> <p>Action Taken:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Behavior Plan <input type="checkbox"/> Loss of privilege 		



AzSafe

MBI's do not generally include behaviors from AzSafe

AzSafe information can be added to excel file for easier
sorting



Data Collection

- Provides a more coordinated focus
 - Whole Group
 - Targeted Groups
 - Individual Students

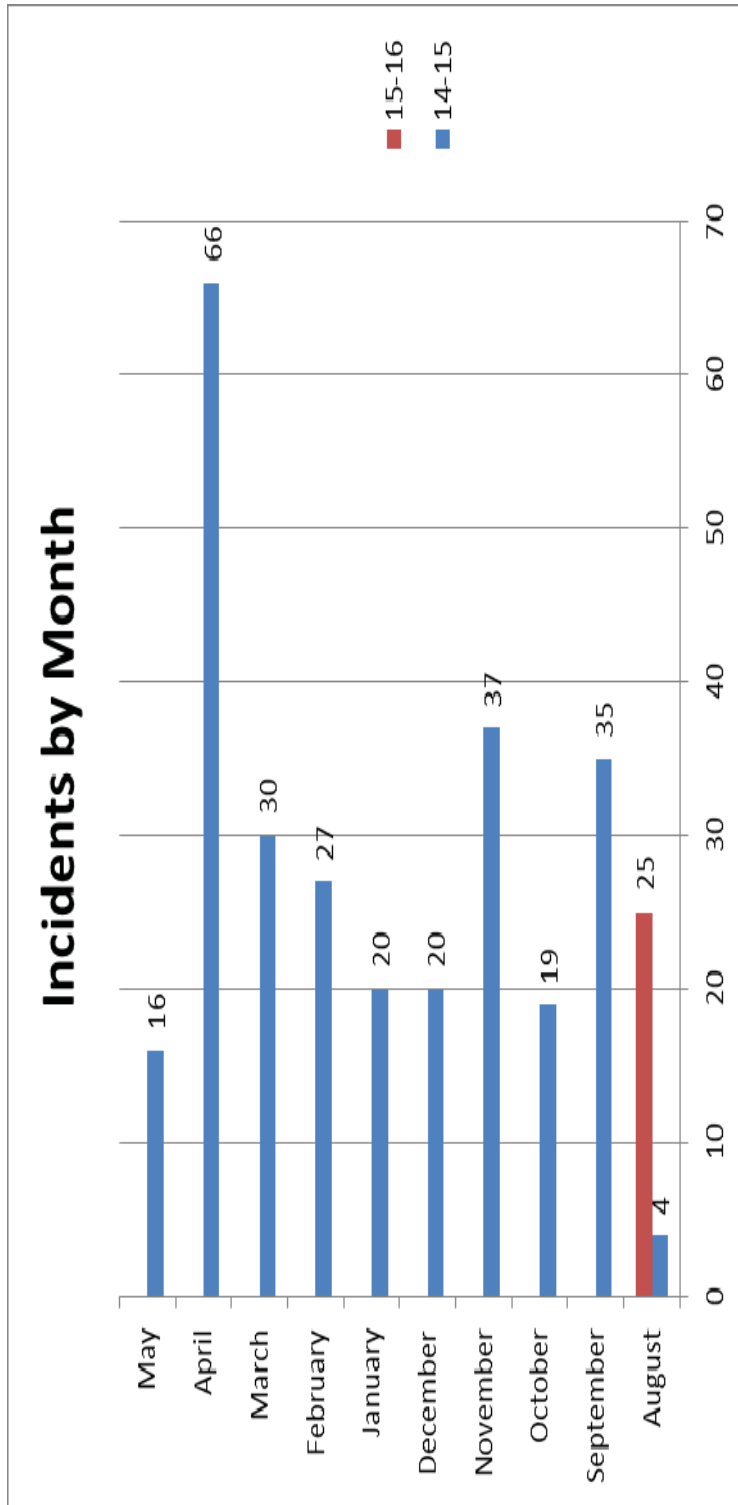
Name	Teacher	Gr	F/M	Ethnicity	Date	Time	Reported By	Location	Offense	Notes
Joe Blow	Nameless	5	M	W	8/11/2013	4:00	Driver	bus	disruptive behavior	Shooting at others with toy gun.
Rita Book	Fable	3	F	W	8/11/2013	9:15	Swinger	playground	cooperation	Refused to get in line when the whistle blew.
Justin Case	Riddlen	6	M	H	8/18/2013	10:30	Riddlen	classroom	inappropriate language/cooperation	This was an all day offense.
Justin Case	Riddlen	6	M	H	8/18/2013	12:15	Riddlen	classroom	cooperation	Running around, crawling, talking
Justin Case	Riddlen	6	M	H	8/18/2013	12:30	Riddlen	classroom	cooperation	Disruptive
Justin Case	Riddlen	6	M	H	8/18/2013	12:30	Riddlen	classroom	cooperation	Disruptive
Justin Case	Riddlen	6	M	H	8/18/2013	12:45	Swinger	playground	physical violence	Jumping on another student, pulling him to the ground
Jack Rabbit	Quick	4	M	AI	8/19/2013	4:00	Driver	bus	vandalism	Writing inappropriate language on bus seat
Anita Break	Weary	4	F	AI	8/25/2013	1:25	Swinger	playground	inappropriate language	Called another student a "fat a--"
Justin Case	Riddlen	6	M	H	8/30/2013	2:00	Swinger	playground	physical violence	Fighting. Scratched another student's face (See pic in my phone)
Dwayne D. Tubb	Drowning	7	M	AA	8/31/2013	9:10	Swinger	playground	physical violence	Hitting another student
Mo Squito	Stinger	5	F	AA	9/2/2013	11:40	Swinger	playground	physical violence	Choking another student
John B. Flushing	Loo	3	M	W	9/8/2013	9:00	Swinger	playground	cooperation	Being disrespectful to TA and other students
Penny Loafer	Shoose	5	F	AA	9/8/2013	12:50	Swinger	playground	physical violence	Hitting other students
Duncan Donuts	Coffee	7	M	A	9/9/2013	12:50	Swinger	playground	cooperation	Disruptive behavior in line and bathroom
Rich Mann	Fiddler	5	M	A	9/16/2013	9:45	Fiddler	classroom	disruptive behavior	Shouting out, drumming hands. Asked to stop 3 times.
Rich Mann	Fiddler	5	M	A	9/20/2013	3:55	Driver	bus	disruptive behavior	Profanity at driver, throwing things at window, kicking door
Will C. Ya	La Vista	7	M	W	9/21/2013	12:15	Loo	bathroom	vandalism	Tagged "NERD" on bathroom walls
Shanda Leer	Lampler	8	F	AI	10/12/2013	3:55	Driver	bus	disruptive behavior	Talking back to driver
Scott Handtowel	Messer	8	M	AI	10/13/2013	11:30	Messer	classroom	disruptive behavior	Hit another student
Rich Mann	Fiddler	5	M	A	10/17/2013	3:55	Driver	bus	disruptive behavior	Disrespectful/inappropriate language
Stanley Steamer	Carpeta	7	M	W	10/20/2013	8:45	Driver	bus	vandalism	Brought razor blade and cut seat on bus
Rich Mann	Fiddler	5	M	A	10/24/2013	3:50	Driver	bus	disruptive behavior	Inappropriate language/sexual jesters
Will C. Ya	La Vista	7	M	W	10/25/2013	9:52	La Vista	classroom	disruptive behavior	Throwing things at another student during art.
Rich Mann	Fiddler	5	M	A	10/26/2013	3:55	Driver	bus	disruptive behavior	Inappropriate language/playing violin.
Will C. Ya	La Vista	7	M	W	10/28/2013	4:00	Messer	bus	cooperation	Ran away from teacher when he was trying to get him to sit down in bus line
Link N. Logs	Toizman	8	M	AA	10/31/2013	3:50	Driver	bus	disruptive behavior	Throwing raisins/calling it poop
Buck N. Bronco	Horseman	8	M	H	11/2/2013	3:50	Driver	bus	disruptive behavior	Fighting with another student. Driver had to pull over to stop the fighting
Peter Piper	Paisano	8	M	H	11/2/2013	3:50	Driver	bus	disruptive behavior	Fighting with another student. Driver had to pull over to stop the fighting.
Rich Mann	Fiddler	5	M	A	11/3/2013	8:45	Driver	bus	disruptive behavior	Refusal to cooperate. Inappropriate language towards driver. Suspended from bus 3 days.
Duncan Donuts	Coffee	7	M	AI	11/4/2013	1:28	Swinger	playground	physical violence	Threw another student to the ground in order to get the soccer ball

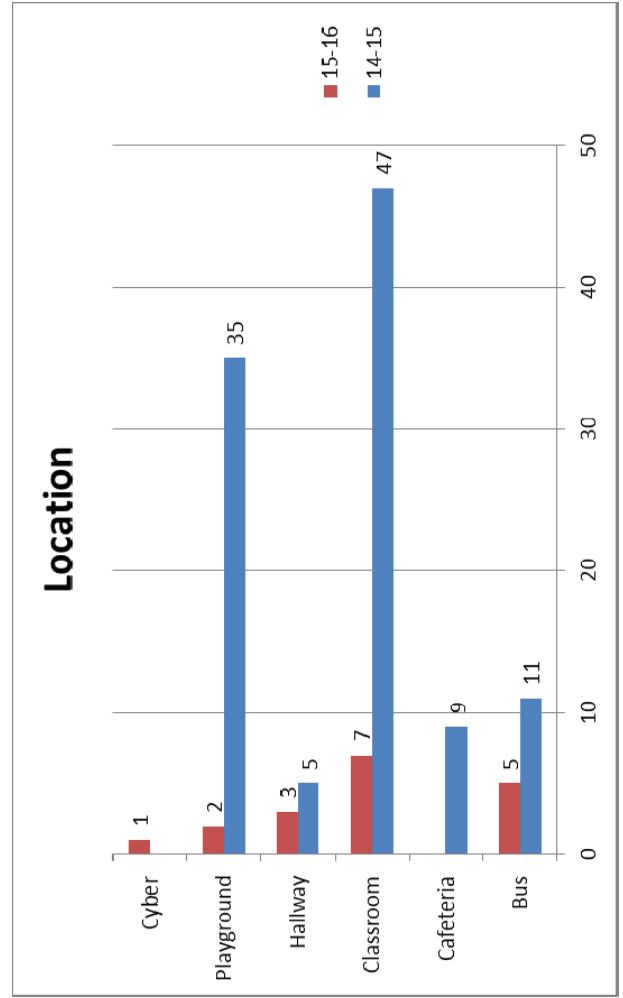
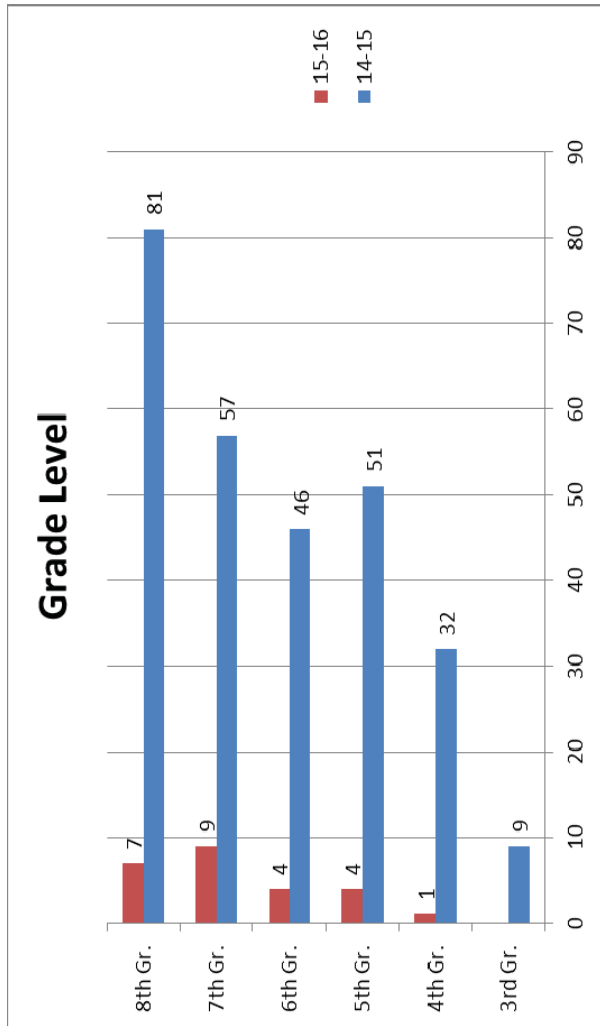
Data Analysis

- To put this into perspective, most of the leadership team, and many of the staff, were new at Lawrence last year. Not to minimize our responsibility, there were several staffing issues that left several classes with a high mobility of substitute teachers throughout the year that left students with a trust issue, and resulted in numerous behavior issues.
- This year, we currently have a stable staff of teachers. Couple that with summer work from various staff members to create a more solid PBIS system, and we have been afforded the opportunity to “hit the ground running” from day one. As a result, August data is a bit skewed. There were more incidents than what was actually recorded last year in August, but because we did not have a system for reporting those behaviors on day one, this years incidents appear significantly higher. As well, due to the district-wide referral system being unavailable at the beginning of this year, we have continued to use Minor Behavior Incident reports and AZSafe to compile data. With the implementation of the district-wide referral, comparing September to last year should show a more accurate assessment of data.

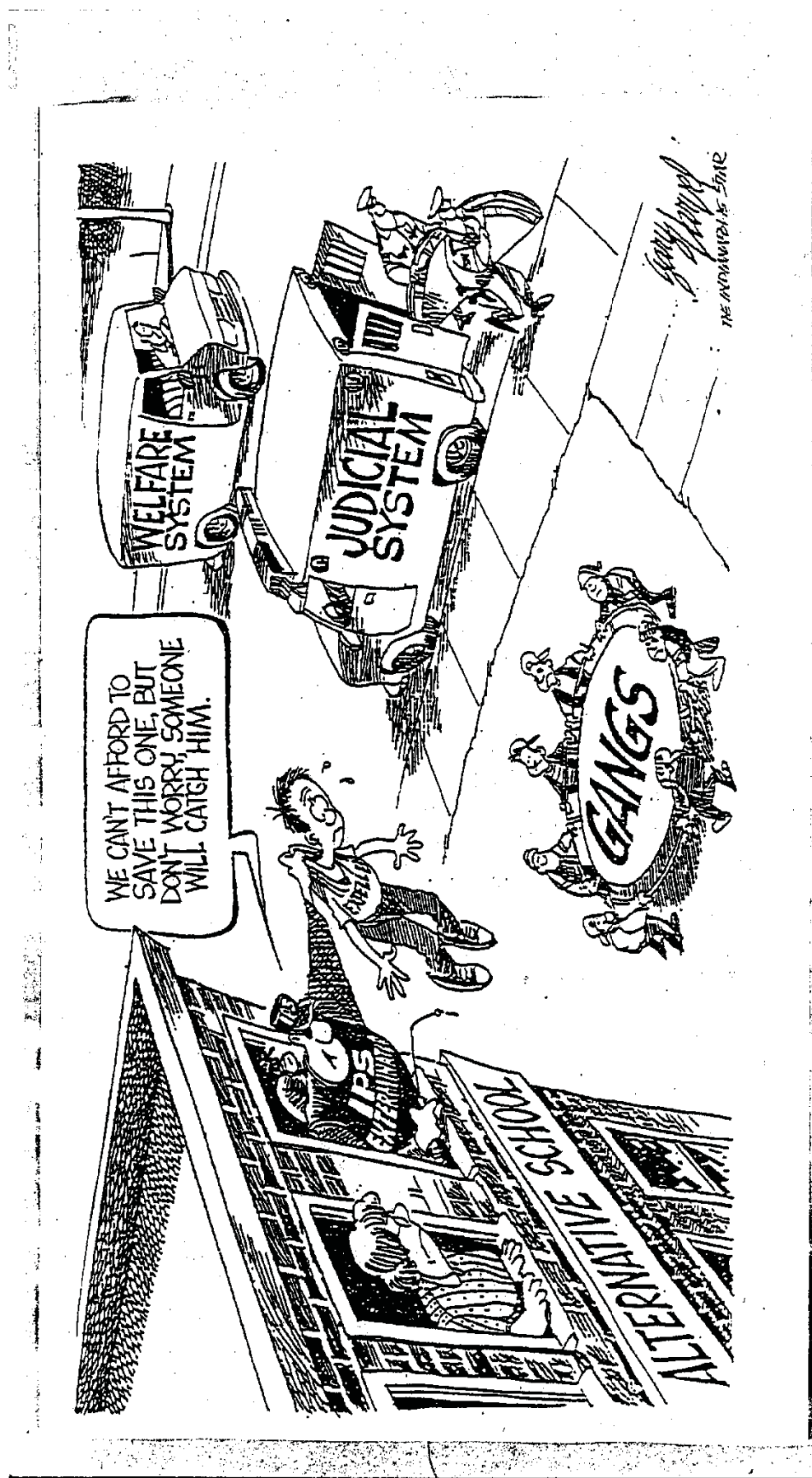
Data Graphs

Creating graphs is made easy using the information from the excel file.





If students are making the same mistakes, consider changing the system – not the students.



PBIS Meeting #3

Bring data

Analyze

Use excel sheet

Hands on creation of graphs/charts

QUESTIONS???

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