

APPENDIX VI – 42

Discipline Meeting: Quarterly Report

11/16/16

Connie Price-Johnson, Maria Marin, Kathy Scheppe, Abel Morado, Michael Konrad, Halley Freitas, Charlotte Brown, Holly Lemman-Hammel, Matt Munger, Karen Kopec, Cathy Comstock, Mark Alvarez, Gabriel Trujillo

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A. Introduction

- Cathy opened by stating that the district is very close to compliance. Additionally, the schools have been very good about imputing discipline data that is clean.
- The big 5:
- Fighting: increase because documentation is better and that initial fights are recorded
- Assaults: decrease but may increase because of new ruling
- Alcohol, tobacco and Drugs: decrease
- Weapons and dangerous item: increase because prior data was skewed and that principals were entering better data entry

B. Data Dashboard: Elementary from Data Dashboard (disparity) list – some disparity are the result of small ethnic numbers.

Elementary Schools in corrective action. However, some of the corrective action included data entry correction that improved the overall counts at the schools.

- Bloom
- Miller
- Sewell
- Whitmore

C. Review of the Quarterly Elementary Discipline Report (elementary and K8) – Kathy Scheppe, Maria Marin, Holly H-L

- Schools are entering all levels of discipline (is this a problem – is it over reporting or is it okay?)
- Variance in what fighting is – also aggression, and assault.
- Need consistent definition for data entry from leadership. Also we need the principals to check in any time they have a question about the definition
- ES and K8 struggle more with fighting because they do not have much fighting so they tend to not know from lack of experience
- Do we know which principals have inconsistent definitions? How do we find out?
- African American and multi-racial still need to be monitored

D. K8 Schools in corrective action

- Booth Fickett

- Lawrence
- E. Middle Schools (Michael Konrad) in corrective action:
- Doolen, Utterback, Valencia.
  - Valencia is much improved from last year...almost did not make the list, but still want to keep an eye on them.
  - Data entry is also an issue with synergy because they were entering intervention rather than discipline
  - Area of uncertainty is: detention – mostly it is a restorative process and not a discipline incident. If a student is kept out of a class, then it is exclusionary but at lunch, it is restorative
- F. High Schools (Matt Munger) in corrective action:
- Catalina had a really rough first quarter especially with the disproportionality of African American students. African American services are involved in the school. Quarter 2 is already showing improvement. Large refugee population and altercations at the bus stop. SRO is also involved.
  - Santa Rita – 125 referrals and about 80% came from a single teacher. This teacher wants to call the police all the time
  - Both schools have deans this year, but they did not have formal training and as a results were over-documenting because they did not know what an incident was or an intervention or was entering the data incorrectly.
- G. 1<sup>st</sup> Quarter Corrective Action Plans (N=11 schools)
- Cathy met with each school and discussed the plan and strategies for improvement.
- H. What supports can leadership provide:
- MTSS meetings need to look at students through the lens of race in order to see the disparity. If all kids are considered ‘the same’, we will overlook these disparities and trend
  - Bloom received additional support from African American services as a results. African American services have been out to a number of schools to support culture and climate
  - Data entry of restorative pieces were entered as discipline incident in Synergy which artificially increases discipline
  - Also in Synergy when students are entered individually when involved in a fight which results in a double entry and raises the discipline levels – in Synergy, now can enter multiple students involved in an incidence at one time as a single data entry
  - Huge value in the discussion of the monthly discipline reports at the schools with Cathy helps principals keep in the moment and stay on the pulse of the school
  - Another data entry issue is that ‘victims’ have not been entered because it is optional. Also more context is needed in the description. Cathy will work with principals and APs to get them to describe the incident in more detail.
  - Cathy can coordinate a definition sheet with principals and will bring a template to the next meeting.
  - AP’s need a DAEP training at Project More. This time would also be an opportunity to train them on discipline data entry. Maybe the Wednesday before Thanksgiving because no PD at the school.

I. Other concerns:

- DAEP training needed for APs
- Principals need to be 'hands on' with the discipline and PBIS committees and not give the responsibility to the MTSS coordinator. If principals do not participate, Dr. Morado recommends telling principals that it is a non-negotiable (warning). If they continue not to attend, it is insubordination and can move into an evaluative situation with a plan of improvement.
- Abeyance protocols instead of a long term hearing? Training is needed and we have a slew of new administrators. Potentially a waste of money to bring in the hearing officer right away.

J. Move from Compliance to effectiveness with MTSS

- Kids are put on the 'the list' and are monitored, but need greater efficacy about how to impact behavior.
- Clarity will be a big part of documentation and monitoring
- With Cathy on board, we do not want to duplicate process with corrective action plans. Cathy can identify schools for corrective action plans and then let directors know.
- Cathy will fill out the quarterly reports from now on instead of the directors.

## Monthly Discipline Data Review Meeting

Wednesday, January 18, 2017

Present: Cathy Comstock, Dr. Karen Kopec, Dr. Abel Morado, Dr. Gabriel Trujillo, Charlotte Brown, Matt Munger, Michael Konrad, Mark Alvarez, Holly Hammel, Connie Price-Johnson, Charles McCollum, Maria Marin, Kathy Scheppe.

### Presentation by Cathy Comstock of TUSD Monthly Discipline Meeting Second Quarter Review

- I. Elementary main issues—N of total incidents, disparities
  - a. Bloom, High number of incidents. They are real incidents, not over-reporting. New principal has had staffing issues, may need time to establish school culture. Big increase in violations from Q2 last year.
  - b. Erickson 24 incidents, disparity for AA, not currently on plan for improvement
  - c. Grijalva disparities but N are low. Incidents are real --not over-reporting
  - d. Miller 24 incidents, large school.
  - e. Warren new on radar, disparity for Hispanics. Repeated incidents with several self-contained ex ed students. Big increase from Q2 last year and Q1 this year.
  - f. Generally finding clashes between psychologist and principal (Utterback, Palo Verde) Cathy and Laurie Davis will meet to come up with standardized forms for MTSS and calm the waters. Some issues are
    - i. Testing /non-testing
    - ii. Self-contained or not--Principal pushes to keep self-contained kids separated from regular classrooms because T can't deal with problems
  - g. Valencia similar situation --to Utterback and PV??
  - h. Sewell --Sudden decrease in incidents raises antennas about under-reporting. They were documenting incorrectly in Q1, but is such a large decrease in Q2 attributable to that alone? Sewell is strong in MTSS and PBIS.
  - i. Whitmore similarly over-documented low-level incidents in Q1 but corrected that and has been strong in PBIS.
  - j. Recommendations
    - i. Continue with corrective action with Bloom, Miller;
    - ii. Monitor Erickson, Grijalva, Warren, Whitmore;
    - iii. Discontinue corrective action plan for Sewell.
- II. K-8s.
  - a. Booth-Fickett—61 incidents, AA disparity, just got new MTSS facilitator. Jimmy Hart often at the school. Multiple subs.
  - b. Dietz. 49 incidents, AA, Hispanic disparities. Lots of refugees. Plan is in place to support the 2 teachers that are over-referring minority students. Dean has not been trained on protocol regarding suspensions and is suspending for low level aggressive actions. Not

submitting required letters to Charlotte. PBIS is strong. Good school climate overall. Big increase over Q2 last year. Appears to be some role confusion, for example regarding responsibility for MTSS. Increase in incidents from Q2 last year. Similar in many ways to Naylor, but Naylor does not show the same patterns in discipline.

- c. Lawrence. 22 incidents, disparity for NA. Multiple subs.
  - d. Safford, 36 incidents. New MTSS facilitator just hired and is shadowing other MTSS facilitators. Dean, not the AP, was suspending students. Very low math achievement, exacerbated by discipline; similar to Lawrence. Multiple subs. Training needed on Edgenuity. MTSS facilitator, magnet coordinator & AP Jessica Harris work together on a transition plan.
  - e. Robins. Disparity for Hispanics. Increase over Q2 last year.
  - f. Recommendations
    - i. Continue with corrective action with Booth-Fickett, Lawrence;
    - ii. Add a corrective action plan for Dietz (work with dean; tell principal dean cannot suspend) and Robins.
- III. Middle schools-- MS only level that reduced overall discipline from Q2 last year (because of decrease at Secrist)
- a. Valencia 130 incidents. Disparities for AA, NA students. Many T absences and not enough subs, so T doubling up, office staff covering class, kids refusing to go to class. Good team, but new. MTSS facilitator is new. Admins putting out many fires. Principal always out and about but situation is difficult. Last year had 2 APs, this year has only 1. ExEd class with no certified T: CSP at Valencia was urged to provide curriculum for ExEd classes. Cathy and ExEd team will go out there next week
  - b. Pistor 92 incidents, add corrective action plan. Similar to Valencia; disparities this Q. Good team, but N of incidents very high.
  - c. Secrist much better, strong PBIS, good MTSS facilitator.
  - d. Utterback also better but disparity for AA remains. Decreased incidents from Q2 last year.
  - e. Gridley—from 77 incidents Q2 last year to 50 this year.
  - f. Doolen--Not showing disparity but has issues, high total of incidents. On corrective action.
  - g. Recommendations
    - i. Continue with corrective action with Doolen, Utterback, Valencia
    - ii. Add a corrective action plan for Pistor
- IV. High schools--Small number of incidents compared to MS. Little difference from Q2 last year.
- a. Catalina. Disparity for AA students; Current admin always putting out fires and can't lead instruction, which is their strong point. Catalina used to have 2 APs, now has 1; ADE recommends additional administrator and will pay for one. continue corrective action plan.
  - b. Santa Rita. High incidents for white, AA; many substitutes.
  - c. Cholla--monitor.

- d. Tucson. Positive atmosphere, APs all out and about. Principal very strong in pushing for PBIS; 2 MTSS facilitators.
- e. Recommendations
  - i. Continue with corrective action for Catalina, Santa Rita
  - ii. Monitor Cholla

V. Reports

- a. Missing December discipline reports from Davidson, Roskruge.
- b. No MTSS reports in 6 schools (Cavett, Collier, White, Safford, Doolen, University).
- c. Only 1 MTSS meeting in December in 18 schools. Although December was a short month, 1 meeting is not enough given the number of students at high risk as indicated by Clarity.

VI. Next steps

- a. Review incident detail as recorded in Synergy with directors monthly—scheduled for Jan 20.
- b. Meeting with Laurie and Maura to develop common forms and protocols for schools to use in the referral of Ex. Ed. students
- c. Continue to gather feedback on Clarity Intervention Documentation from Early Adopters. Semester grades not in yet (updates occur about the 20<sup>th</sup> of each month). Currently the intervention module is clunky.
- d. Restorative practice training—in the works. All administrators will be trained as well as site teams.
- e. Cathy will ask schools on corrective action to add a block to their report about how they are addressing disparities.
- f. Protocols outlined in Oct 20 letter need to be followed; DOJ believes we are following old protocol of suspending for 3 days in case of any fight. We need to document that we are following the new protocol. Directors need to follow up with principals one-to-one.
- g. Presentation to the Board at Jan 31 meeting on Code of Conduct.
- h. Schools that are repeatedly failing to hold or report MTSS meetings—may need a letter of direction. When principal is at the meeting, she/he has the authority to make and enforce any decisions, and this validates the team.
- i. Train new MTSS Facilitators at Cholla, Safford, Doolen, Booth-Fickett.
- j. Train MTSS Facilitators on Functional Behavior Assessments and development of Behavior Intervention Plans. Scheduled for Jan. 27.

## Quarterly Discipline Meeting – 3<sup>rd</sup> Quarter Report

3/29/17

Attendees: Cathy Comstock, Michael Konrad, Charlotte Brown, Karen Kopec, Kathy Scheppe, Mark Alvarez, Maria Marin, Holly Leman-Hammel, Matt Munger, Halley Freitas, Chuck McCullum, Abel Morado

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Please refer to power 3<sup>rd</sup> quarter point presentation created by Cathy Comstock that these notes reference.

1. MTSS meetings: discussion about how to address schools who do not attend MTSS meeting or do not submit documentation. Directors will speak to the schools
2. Elementary School Discipline: overall reduction
  - a. Disparities: Davidson has increased discipline and suspension mainly among whites and African Americans. Ochoa will need to move into corrective action because of the discipline for Hispanic students. Might be that having a new assistant principal that is impacting this increase. Bloom has improved. Lynn shows increased discipline but not disparity and their discipline is very positive-nice job.
  - b. Comparison from this year to last year. All schools decreased except for Davidson, Ochoa and Van Buskirk. Overall decrease from 361 to 246 of 0.06%, a decrease of more than 100 incidents.
  - c. Schools to discuss: Ochoa (recommend corrective action), Davidson (some very difficult students, especially in kindergarten but has good PBIS at school), and Whitmore (disparities in incidents)
3. K-8 Discipline
  - a. Disparities: Fickett – will need to stay on corrective actions, Safford will need to go on a corrective action plan; issue is how the discipline is implemented; Hollinger crept up this month but are still better than last year overall
  - b. 2 year comparison of K-8s: Fickett and Dietz have shown significant reductions. Schools that increased are: McCorkle, Lawrence, and Safford. From 358 to 247 (a 1.18% decrease)
  - c. Schools to discuss: Safford - increases, Hollinger - monitor, and Booth-Fickett rate is decreasing but disparities still evident
4. Middle School Discipline
  - a. Disparities: Secrist and Valencia are increasing in disparities. Valencia shows high numbers of disorderly conduct that escalates into short term suspension. Students are reluctant to go to class and then is sent to ISI and then to short term suspensions. Secrist is slowly creeping up after a good first semester. Doolen has high number of incidences, but does not show disparities among ethnicities.
  - b. 2 year comparison of MS: great reduction from Pistor and Utterback. Also, Secrist has reduced overall incidents as well. Increases from Mansfeld, Vail and Valencia. Reduction from 892 to 588 or 4.18%.
  - c. Schools to discuss: Valencia – Cathy and Michael Konrad will continue conversation with principal to help reduce disparities and overall numbers, Secrist and Mansfeld – just monitor. Can take off Doolen and Pistor



5. High School Discipline
  - a. Disparities: Santa Rita and Catalina – continue on corrective action plan. Sabino also needs to go on a corrective action plan. They have a cell phone policy where teachers take their cell phone away-and students will not give the cell phone and defiance results. Maybe the policy needs to be revisited – just put the phone away instead.
  - b. 2 year comparison of HS: reductions overall. Where there are increases, it is very small. From 347 to 308 a 0.27%.
  - c. Santa Rita, Catalina continuation of corrective action plan and to put Sabino on a corrective action plan.
6. Summary: ES –over referring for small incidents and greatly improved, K8s and MS and HS are fixing their issues. Our principals are doing an excellent job and the reductions are evident at all levels from last year to this year. Principals and assistant principals are doing a much better job of documenting discipline. They are also documenting successive incidents to justify suspensions. Very important to having a coordinator to lead this initiative such as Cathy Comstock and the Directors to follow up with schools on a regular basis.
7. Next steps: discuss corrective action plan with SMP, trainings for principals in restorative practices and another for MTSS facilitators. Dr. Morado discussed the 7 lighthouse schools (yet to be selected) for restorative practices training that will occur in the summer for roll out in 17-18. Must implement restorative practices and maintain safe and secure school simultaneously. Corrective action plan timeline has been modified and will be a study item in April to the GB and an action item in May. If the code of conduct does not pass, the default is the GSRR.