

## **APPENDIX VI – 34**

## 2018-19 Site-Based Discipline Monthly Report

**School:** Vesey Elementary

**Date:** 2/8/2019

**Month:** January, 2019

**Members Present (by name):** Jeffrey Uhrig, Brenda Encinas, Veronica Altamirano, Mario Figueroa, Sheila Lofgreen, Ray Montana, Celina Mickle, Joanna Duran, Jennifer Culbertson, Andrea Brunenkant, Cody House

Please use the following **data sources** to complete this report:

1. TUSD Data Dashboard: <http://tusddashboard/>.
2. Incidence (Az Safe) Student Detail Report in Synergy
3. Clarity Intervention Tool (when available)

This report must be filled out electronically and submitted to the MTSS Facilitator SharePoint page in your designated School Folder. Go to the folder labeled: Documents > Discipline and drill down to your school:

<http://gateway/dept/CIPDA/lsc/layouts/15/start.aspx#/>

Sharepoint is a controlled internal website. If you receive an error message, simply click out of the message and then the LSC page will appear.

**This report is due to your Director by the 10<sup>th</sup> of every month.** The data in this report is from the previous month. *E.g. Submit the September analysis by October 10<sup>th</sup>.*

Name each form by the month from which the data was pulled, the form name, and your school. For example for Miller's October report that is submitted Nov. 10th, the file name is: *October2016\_Miller\_DisciplineMonthlyReport*

Data Dashboard information will be used for Tables 1 – 3. To get to the Discipline Data Dashboard:

• [Open the webpage for the Data Dashboard -- http://tusddashboard/](http://tusddashboard/)

- Click on the Student Data box.
- Click on the USP box.

### Instructions to fill out Table 1:

- Double click on the **School Risk Ratio** View at the top of the page.
- Click on the small arrow left of the school level for a drop down menu of schools.
- Click once on your school so that a blue box appears around the school name.
- Record the Number Ratio and the corresponding color in the first two columns below.
- If you do not see a number ratio, it means that you either do not have any White students and/or none of your White students have gotten into trouble yet. You will then need to use the **USP Discipline KPI** link at the top of the same page instead of the Risk Ratio View.
- On the right-hand box labeled 'School/Level Detail', you will find information to complete the last 3 columns.

Table1: Referrals Summary of Students by Ethnicity					
Type an X next to the YES for the view used:	School Risk Ratio				
	USP Discipline KPI		x		
Ethnicity	Number Ratio	Color (Green, Yellow, or Red)	# of Distinct Student Incidences	# of Distinct Student Enrollment	Discipline % of population
White	3.3	red	1	74	1.35%
African American		green		29	
Hispanic	0.5	green	1	532	0.19%
Native American		green		51	
Asian/PI		green		8	
Multi-Racial		green		11	

**Analysis:** What are the positive highlights or troublesome hot spots?

The red incident is the result from one infraction for one student here at Vesey. We are continuing to utilize our PBIS Tier 1 and Teir 2 Interventions with students. We are doing wel with our large population (Over 700) but we do have a few students that present daily challenges. We have made referrals for designated Social Worker to assist but have had little to no success with any actual assistance. We are working with the BESST Team with our students with IEP's but as a site we are dealing with daily situations ourselves. We are showing improvements overall and we address our hot spots (the lunchroom and playground) daily. We have extra coverage in these hot spots and our

- At the top of the same page, click on the arrow in the box labeled, 'Action Type'
- Uncheck the box next to 'All' and check the box labeled, 'Suspensions'. Click 'OK'
- Go to the Student/Level Detail box on the right
- Under the column 'Distinct Student Incidence', you will see the number of suspensions by ethnicity. Right click on one of the numbers. Next, click on 'Show Details'
- Export to Excel. Copy and paste name, gender, ethnicity, matric number, date, for this month only. Insert additional rows as needed.

Student Name	Gender	USP Ethnicity	Mtr Number	Date	Violation Category	Violation

**Analysis:** What can you infer from this data? Pay particular attention to the violation type. Go to [AZ Safe](#) and/or the Clarity Intervention Tool (when available), as needed, for supplemental student information.

Vesey has no recorded suspensions this month. :0)

**Instructions to fill out Table 3:**

- Click on 'Discipline by Week' at the top of the same page
- Be sure to check that you are looking at your specific school data. Uncheck 'All' and then click on the arrow to the left of the School level for a drop down menu of schools. Check your school and click 'OK.'
- Fill out this table entirely based on the number of Discipline infractions from the Data Dashboard.

Table 3: Total Number of Discipline by Week						
	White	African Am.	Hispanic	Native Am.	Asian/PI	Multi-Racial
Total (All)	1		1			
Week 23						
Week 24						
Week 25	1		1			
Week 26						

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

These two students are different from last month but our approach remains the same because they are also on our Behavior Plans. Our incentive based PBIS approach with these kids continue to be a daily check in with behavior goals set and monitored by the Teacher, Counselor and the Administrators. We have both of these students in the MTSS pipeline and are data gathering and implementing the behavior plans with consistent Tier 2 and Tier 3 oversight. The students will continue to be encouraged and rewarded for positive behavior choices. Every day is a new day and we are hopeful that our systemic approach can help these children better adjust and make positive choices that do not endanger themselves, other children and staff here at Vesey.

**Instructions to fill out Table 4:** The data reported is school-based and is not available on the Data Dashboard. This table is to document the supports/actions that are provided to teachers, bus monitors, and others with high referrals.

Table 4. Monthly Data Report: Teacher Referrals				
<i>Referral Source</i>	<i># of Referrals</i>	<i>Most Common Type of Incidence</i>	<i>Trouble Areas and Times</i>	<i>Support / Actions Taken with Referrer</i>
Bus Drivers/ Monitors	from 5 to 7	Not following bus rules, inappropriate language, aggressive acts	Before/After School	We regressed a little (2 Incidents) on our positive BCR's. We continue to work with transportation to continue to promote safety and good behaviors on the bus to and from school. Vesey High Paws and Certificates for Good Behaviors are some of the incentives that we are continuing to encourage positive bus conduct. Our Assistant Principal continues to be a constant presence at the bus bay at dismissal which allows for continuing communication with the bus drivers and monitors.
Playground/ Grounds Monitors	from 11 to 5	Rough Play/Minor Aggressive Acts	Lunchtime Recess	We some substantial gains in our playground incidents. We decreased from 11 to 5 incidents during January. Our Restorative Conferences were conducted with students involved and the empowerment conversations were held. The behavior expectations on the playground were reviewed and continue to be reinforced with all students by all staff.
Classroom	from 1 to 7	Ongoing disruption and defiant behavior, aggression	Classtime	We did have an increase in classroom incidents in January. The disrespect is the main incident referral. We are working with our students to reinforce the respect expectations here at Vesey. We continue to work with our staff and parents to provide support for our students and redirection strategies.
Other: Please Explain	1	Inappropriate language; minor aggressive acts	Non learning areas such as restroom, specials, and the cafeteria.	We did have an incident with a specific students and his inappropriate language towards others. Our PBIS expectations continue to be reinforced by all staff using a common language. Our Vesey High Paws and positive praise continues to be provided when students demonstrate Safe, Responsible, and Respectful behaviors. Our PBIS continues to monitor trends and hot spots. We did have our PBIS refresher for all students in January on the 17th.

Use the following data sources to complete Table 4:

- AZ Safe Incident Detail Report
- Clarity Intervention Tool (when available)
- Your Internal Referral Form and Bus Conduct Referral

**Analysis:** Do you see any patterns when reviewing all of the referrals this month? Please explain:

During the month of January, we focused on our refresher for our PBIS expectations for all students here at Vesey. Our patterns continued to appear on the playground during lunch recess times. We are addressing this by continuing our separation of the 4th and 5th grade students for Basketball and Football. We are eliminating the interactions and we are attempting to reduce any conflicts. These are the two activities where we have experienced the most incidents. Our monitors and Assistant Principal conduct restorative conferences and review playground expectations with students. Mr. Uhrig has increased his presence outside from the lunchroom to assist further with the preventative measures especially for 4th and 5th grade lunches. Our Counselor is continuing to teach conflict resolution and social interaction strategies to the students so they can apply while on the playground. Our monitors are implementing Learning to Play, Playing to Learn with our students outside. Our monitors will continue to meet weekly with the Assistant Principal to discuss behaviors, patterns, and strategies to improve our student interactions.

**Instructions to fill out Table 5:** Please fill out this Rubric by placing an **X** in the box (SA-A-D-SD) that best describes your school this month and add comments for each question.

Table 5. School Culture and Climate				
<i>This month, our</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
a. school culture and climate overall was positive	X			
Comment: I sincerely believe that is a positive and safe place for children. Our PBIS school wide expectations are supported by all staff using a common language. Our reinforcement system in the cafeteria is now supported and managed by a monitor and Mr. Bobby has a great rapport with the kids. Every Wednesday we have a Vesey store which allows students to trade in their reinforcement "High Paw" tickets for prizes. Our weekly "Rock Stars" recognition and our monthly Student of the Month and Monthly Attendance rewards are recognized school wide. We are always promoting ways to be good and to demonstrate the Vesey High Paw Way.				
b. students fight or show aggression against one another in specific locations at our school			X	
Comment: Our school wide behavior expectations and interventions are focused to address minor aggressive and disrespectful behaviors before they escalate. Our hot spot continues to be the playground. Monitors continue to meet weekly and communicate daily to share responsibilities and identify targeted areas and students.				
c. discipline reporting did not include students with repeated offenses		X		
Comment: Incidents reported in January included two new students. Vesey continues to reinforce our PBIS approach and our "On Hands on Deck" support approach is timely and helpful. The Vesey Administration, Counselor, Teachers, Support Staff, and Parents continue to communicate frequently regarding the monitoring progress. Intervention strategies are revisited and updated as needed.				
d. PD on discipline, PBIS, restorative circles, or MTSS was provided	X			
Comment: We did conduct another PD to provide Culturally Relevant Restorative practices Conferences and Check In/Check Out. Our Assistant Principal attended the NCI Training in January. Our staff reiterated the PBIS expectations to all students by presenting the PBIS Teacher Role Play assemblies to all students here at Vesey.				
e. staff showed sufficient cultural competency to meet the needs of our diverse students	X			
Comment: We are focused on really building genuine relationships with our students and staff through acknowledging cultural relevance. Our PD's are centered with respectful interactions as our goals. Our teachers and staff are implementing the Culturally Relevant practices learned from the PD presentations and they continue to work collaboratively with their grade level teams to continue to bring cultural relevant strategies to our students. The Vesey administration will continue to collaborate with Pascua Yaqui and our Native American Student Service Provider to support the needs of our Native American students. The Vesey Administrators attend monthly meetings with Pascua Yaqui Education Leaders. The Vesey Administration is also working with the University of Arizona Indigenous Teacher Education Program - ITEP to have a Native American student teacher work at Vesey for the Spring semester.				

**6. Cite evidence of programs that successfully supported individual students or small groups by school support personnel (MTSS Facilitator, Equity staff, counselor, etc.) Be specific. E.g. on 8/21/16, counselor presented bullying prevention tips to all 6th grade classrooms.**

- a. Vesey is a Be Kind School with a PBIS system in place for Tiered Interventions.
- b. Our Counselor and our Counselor Intern are meeting with groups of students based on their needs.
  - i.e. Grief Group, Superhero Group (Anger Management) etc.
- c. MTSS Team meets weekly to discuss student academics and behavior.

**7. Provide action steps with an emphasis on the hot spot areas and/or celebrations: E.g. Increase PD on PBIS, put Teacher A on a Targeted Support Plan, Students X and Y are repeat offenders who will receive Z-type of intervention, etc.**

*Continuing Action Steps: (carried over from previous months)*

- a. Vesey has PBIS tiered interventions and reinforcement systems in place.
- b. The staff continues to be Visible, Vigilant and Vocal while building genuine relationships with kids.
- c. Students' attendance is reinforced monthly.

*New Action Steps: (new to this month)*

- a. Our MTSS team will continue to meet every Tuesday.
- b. We are inviting the University of Arizona Asian Pacific Islanders Student Center to present to our
- c. Continue our PBIS reinforcement system in the cafeteria and host our Vesey Store every Wed. during lunch.

## 2018-19 Site-Based Discipline Monthly Report – Revised 9-01-16

**School:** Hollinger K-8**Date:** 3/10/2018**Month:** February**Members Present (by name):** Kamren Taravati; Marisela Campillo; Chris Stewart, Danny JohnsonPlease use the following **data sources** to complete this report:

1. **TUSD Data Dashboard:** <http://tusddashboard/>.
2. Incidence (Az Safe) Student Detail Report in Synergy
3. Clarity Intervention Tool (when available)

This report must be filled out electronically and submitted to the MTSS Facilitator SharePoint page in your designated School Folder. Go to the folder labeled: Documents > Discipline and drill down to your school:

[http://gateway/dept/CIPDA/lsc/\\_layouts/15/start.aspx#/](http://gateway/dept/CIPDA/lsc/_layouts/15/start.aspx#/)

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Name each form by the month from which the data was pulled, the form name, and your school. For example for Miller's October report that is submitted Nov. 10th, the file name is: *October2016\_Miller\_DisciplineMonthlyReport*

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- Click on the Student Data box.
- Click on the USP box.

**Instructions to fill out Table 1:**

- Double click on the **School Risk Ratio** View at the top of the page.
- Click on the small arrow left of the school level for a drop down menu of schools.
- Click once on your school so that a blue box appears around the school name.
- Record the Number Ratio and the corresponding color in the first two columns below.
- If you do not see a number ratio, it means that you either do not have any White students and/or none of your White students have gotten into trouble yet. You will then need to use the **USP Discipline KPI** link at the top of the same page instead of the Risk Ratio View.
- On the right-hand box labeled 'School/Level Detail', you will find information to complete the last 3 columns.

<b>Table1: Referrals Summary of Students by Ethnicity</b>					
Type an <b>X</b> next to the YES for the view used:	School Risk Ratio		Yes		
	USP Discipline KPI		No		
<i>Ethnicity</i>	<i>Number Ratio</i>	<i>Color (Green, Yellow, or Red)</i>	<i># of Distinct Student Incidences</i>	<i># of Distinct Student Enrollment</i>	<i>N/A</i>
White	1	Green	1	18	5.56%
African American	N/A	Green	0	11	N/A
Hispanic	0.5	Green	14	534	2.62%
Native American	1.4	Green	1	13	7.69%
Asian/PI	N/A	Green	0	3	N/A
Multi-Racial	1.8	yellow	1	10	N/A

**Analysis:** What are the positive highlights or troublesome hot spots?

The positive highlights is that we are primarily in green for the month of February.

**Instructions to fill out Table 2:**

- At the top of the same page, click on the arrow in the box labeled, 'Action Type'
- Uncheck the box next to 'All' and check the box labeled, 'Suspensions'. Click 'OK'
- Go to the Student/Level Detail box on the right
- Under the column 'Distinct Student Incidence', you will see the number of suspensions by ethnicity. Right click on one of the numbers. Next, click on 'Show Details'
- Export to Excel. Copy and paste name, gender, ethnicity, matric number, date, for this month only. Insert additional rows as needed.

**Table 2: Suspension Summary of Students by Name and Ethnicity** *Types of Violations that resulted in Suspensions with Names and Ethnicity*

Student Name	Gender	USP Ethnicity	Mtr Number	Date	Violation Category	Violation	Grade
	M	H		2/6/2019	Aggression	Other Agression	5
	M	H		2/19/2019	Alcohol, Tobacco and other drugs	Possession; Tobacco	7
	M	H		2/19/2019	Alcohol, Tobacco and other drugs	Tobacco violation share	7
	M	H		2/26/2019	Alcohol, Tobacco and other drugs; possession dangerous items	Alcohol Possession; dangerous items	7
	M	H		2/26/2019	Harrassment,threat	Bullying	6
	M	H		2/26/2019	Harrassment,threat	Bullying	6
	M	H		2/27/2019	Harrassment,threat	Harrassment,threat	6

**Analysis:** What can you infer from this data? Pay particular attention to the violation type. Go to [AZ Safe](#) and/or the Clarity Intervention Tool (when available), as needed, for supplemental student information.

Level of aggression between students increased in the 3rd quarter. Level of alcohol and tobacco violations increased. It's important to review schoolwide expectations

**Instructions to fill out Table 3:**

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- Fill out this table entirely based on the number of Discipline infractions from the Data Dashboard.

**Table 3: Total Number of Discipline by Week**

	White	African Am.	Hispanic	Native Am.	Asian/PI	Multi-Racial
Total (All)			0			
Week 26	0	0	0	0	0	0
Week 27	0	0	0	0	0	1



Week 28	0	0	0	0	0	0
Week 29	0	0	2	0	0	0
Week 30	0	0	4	0	0	0

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

Yes, our PBIS approach is working for the majority of our student population. We have a strong foundation and we continue to look at ways to improve our PBIS and Intervention programs.

**Instructions to fill out Table 4:** The data reported is school-based and is not available on the Data Dashboard. This table is to document the supports/actions that are provided to teachers, bus monitors, and others with high referrals.

Table 4. Monthly Data Report: Teacher Referrals				
Referral Source	# of Referrals	Most Common Type of Incidence	Trouble Areas and Times	Support / Actions Taken with Referrer
Bus Drivers/ Monitors				
Playground/ Grounds Monitors	3	Alcohol,tobacco	playground	
Teachers	1	Aggression	Class	Met with classroom teacher to offer support with managing student behaviors/seating arrangements.
Other: Admin	2	Alcohol,tobacco	other off campus/class	
Other:				

Use the following data sources to complete Table 4:

- AZ Safe Incident Detail Report
- Clarity Intervention Tool (when available)
- Your Internal Referral Form and Bus Conduct Referral

**Analysis:** Do you see any patterns when reviewing all of the referrals this month? Please explain:

We had an increase in aggressive behaviors as well as alcohol/tobacco use in the month of February.

**Instructions to fill out Table 5:** Please fill out this Rubric by placing an **X** in the box (SA-A-D-SD) that best describes your school this month and add comments for each question.

Table 5. School Culture and Climate				
This month, our	Strongly Agree	Agree	Disagree	Strongly Disagree
a. school culture and climate overall was positive		X		
Comment:	There is no evidence to the contrary; however, we can always work more effectively to celebrate students, and their work.			
b. students fight or show aggression against one another in specific locations at our school			X	
Comment:	Aggression in the month of February was in different locations.			
c. discipline reporting did not include students with repeated offenses			X	
Comment:	Students have had prior low level incidents.			
d. PD on discipline, PBIS, restorative circles, or MTSS was provided		X		
Comment:	PD on PBIS and RP was provided by district for ISI teacher. Behavior flow chart reviewed with staff via email.			
e. staff showed sufficient cultural competency to meet the needs of our diverse students		X		
Comment:	Staff is competent but continued support/coaching is provided.			

**6. Cite evidence of programs that successfully supported individual students or small groups by school support personnel (MTSS Facilitator, Equity staff, counselor, etc.) Be specific. E.g. on 8/21/16, counselor presented bullying prevention tips to all 6th grade classrooms.**

- a. Continued School Wide PBIS Plan Implementation
- b. Continued MTSS Meetings
- c. Ongoing restorative conferencing to reduce conflict that could result in violations
- d. Guidance lessons on respecting others

**7. Provide action steps with an emphasis on the hot spot areas and/or celebrations: E.g. Increase PD on PBIS, put Teacher A on a Targeted Support Plan, Students X and Y are repeat offenders who will receive Z-type of intervention, etc.**

*Increase supervision in non-instructional areas.*

*Continuing Action Steps: (carried over from previous months)*

- a. ISI teacher attended PBIS Trainings to support Tier 1 and Tier 2 interventions
- b. School Counselor attended Trauma Informed Practice training to guide lessons
- c. Review Discipline Flow Chart during staff PD PD

*New Action Steps: (new to this month)*

- a. Referrals to outside agencies
- b. Mindful lessons for 3rd grade

## 2018-19 Site-Based Discipline Monthly Report – Revised 8-6-17

School: Secrist Middle SchoolDate: 3/6/2019Month: FebruaryD. Garcia, C. Jones, D. Saucedo, C Nickerson, and P. Gerhard

Members Present (by name):

Please use the following **data sources** to complete this report:

1. TUSD Data Dashboard: <http://tusddashboard/>
2. Incidence (Az Safe) Student Detail Report in Synergy
3. Clarity Intervention Tool (when available)

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- Click once on your school so that a blue box appears around the school name.
- Record the Number Ratio and the corresponding color in the first two columns below.
- If you do not see a number ratio, it means that you either do not have any White students and/or none of your White students have gotten into trouble yet. You will then need to use the **USP Discipline KPI** link at the top of the same page instead of the Risk Ratio View.
- On the right-hand box labeled 'School/Level Detail', you will find information to complete the last 3 columns.

Table1: Referrals Summary of Students by Ethnicity					
Type an <b>X</b> next to the YES for the view used:	School Risk Ratio		Yes <b>X</b>	No	
	USP Discipline KPI		Yes	No <b>X</b>	
Ethnicity	Number Ratio	Color (Green, Yellow, or Red)	# of Distinct Student Incidences	# of Distinct Student Enrollment	Discipline % of population
White	1	Green	21	138	15.22%
African American	0.8	Green	7	59	11.86%
Hispanic	0.4	Green	9	152	5.92%
Native American	0.9	Green	1	7	14.29%
Asian/Pi		Green		7	
Multi-Racial	0.9	Green	3	22	13.64%

**Analysis:** What are the positive highlights or troublesome hot spots?

Positive highlights are that we were green in all areas. There were troublesome area is that more than 12% of the subgroups are having discipline.

**Instructions to fill out Table 2:**

- At the top of the same page, click on the arrow in the box labeled, 'Action Type'
- Uncheck the box next to 'All' and check the box labeled, 'Suspensions'. Click 'OK'
- Go to the Student/Level Detail box on the right
- Under the column 'Distinct Student Incidence', you will see the number of suspensions by ethnicity. Right click on one of the numbers. Next, click on 'Show Details'
- Export to Excel. Copy and paste name, gender, ethnicity, matric number, date, for this month only. Insert additional rows as needed.

Table 2: Suspension Summary of Students by Name and Ethnicity Types of Violations that resulted in Suspensions with Names and Ethnicity						
Name	Gender	USP Ethnicity	Date	Mtr Number	Violation Category	Violation
	Male	White/Anglo	02/19/2019		Weapons and Dangerous Items	Other weapons (Knife with a blade length of at least 2.5 inches)
	Male	White/Anglo	02/19/2019		Alcohol, Tobacco and Other Drugs	Alcohol violation-Possession
	Male	White/Anglo	02/19/2019		Alcohol, Tobacco and Other Drugs	Tobacco violation-Possession
	Male	White/Anglo	02/12/2019		Weapons and Dangerous Items	Other weapons (Knife with a blade length of at least 2.5 inches)
	Male	White/Anglo	02/12/2019		Alcohol, Tobacco and Other Drugs	Tobacco violation-Possession
	Male	White/Anglo	02/12/2019		Weapons and Dangerous Items	Dangerous items (Other)
	Female	White/Anglo	02/08/2019		Aggression	Minor Aggressive Act (No further detail)
	Female	White/Anglo	02/08/2019		Aggression	Aggravated assault (No Further Detail)
	Female	White/Anglo	02/11/2019		Other Violations of School Policy	Defiance or disrespect towards authority (No Further Detail)
	Male	White/Anglo	02/26/2019		Weapons and Dangerous Items	Other weapons (Knife with a blade length of at least 2.5 inches)
	Male	White/Anglo	02/05/2019		Other Violations of School Policy	Defiance or disrespect towards authority (No Further Detail)
	Male	White/Anglo	02/05/2019		Other Violations of School Policy	Disruption (No Further Detail)
	Male	White/Anglo	02/20/2019		Aggression	Fighting (No Further Detail)
	Male	White/Anglo	02/01/2019		Aggression	Assault (No Further Detail)
	Male	White/Anglo	02/01/2019		Aggression	Fighting (No Further Detail)
	Male	White/Anglo	02/14/2019		Aggression	Assault (No Further Detail)
	Male	White/Anglo	02/14/2019		Aggression	Minor Aggressive Act (No further detail)
	Male	White/Anglo	02/14/2019		Aggression	Fighting (No Further Detail)
	Male	White/Anglo	02/12/2019		Vandalism or Criminal Damage	Vandalism of school property
	Male	White/Anglo	02/28/2019		Aggression	Assault (No Further Detail)
	Male	White/Anglo	02/18/2019		Other Violations of School Policy	Defiance or disrespect towards authority (Ongoing and Escalating)
	Male	White/Anglo	02/18/2019		Other Violations of School Policy	Language, inappropriate (No further detail)
	Female	White/Anglo	02/18/2019		Aggression	Minor Aggressive Act (No further detail)
	Female	White/Anglo	02/18/2019		Other Violations of School Policy	Defiance or disrespect towards authority (No Further Detail)

**Analysis:** What can you infer from this data?

Pay particular attention to the violation type. Go to [AZ Safe](#) and/or the Clarity Intervention Tool (when available), as needed, for supplemental student information.

We continue to work to set a tone of non-aggression at Secrist. We have seen a steady level in the total number of incidents this month, but many of the violations were for aggression or an act of aggression. We need supervision where there is potential of these types of aggression. We have also seen an increase in sexual Offenses, we will be revisiting the rules and expectations concerning these types of incidents during our

**Instructions to fill out Table 3:**

- Click on 'Discipline by Week' at the top of the same page
- Be sure to check that you are looking at your specific school data. Uncheck 'All' and then click on the arrow to the left of the School level for a drop down menu. This table is entirely based on the number of Discipline infractions from the Data dashboard

**Table 3: Total Number of Discipline by Week**

	White	African Am.	Hispanic	Native Am.	Asian/PI	Multi-Race
Total (All)	51	37	135	7		16
Week 22	4	4	7	1		
Week 23	13	16	47	2		8
Week 24	16	8	42	1		3

Week 25	9	7	29	3	3
Week 26	11	6	25	1	2

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

According to the data above, our PBIS approach is working. We are working to enforce good student behavior and we are hopeful that we will see a drop in the number of minor incidents. We continue to work to improve the culture at our school and reduce the number of violations.

**Instructions to fill out Table 4:** The data reported is school-based and is not available on the Data Dashboard. This table is to document the supports/actions that are provided to teachers, bus monitors, and others with high referrals.

Table 4. Monthly Data Report: Teacher Referrals				
Referral Source	# of Referrals	Most Common Type of Incidence	Trouble Areas and Times	Support / Actions Taken with Referrer
Outside areas	2	Aggression	court yard, hallway and basketball area	Discuss the concerns with the monitor and focus on moving around different areas during supervision.
Bus Driver	0			
Teachers	20	Aggression /Language	Classrooms	There are ten different teachers with incidents. Most teachers had one or two incident. Mr. Lopez-Garcia's class had five incidents in his class. Mr. Lopwz-Garcia is a new teacher to our campus this month. we are working with him and his students.
Administartion	11	Aggression/ Possession	Cafeteria/ Classrooms	Monitoring students not following basic expectations. Administrators supervise

Use the following data sources to complete Table 4:

- AZ Safe Incident Detail Report
- Clarity Intervention Tool (when available)

## 2018-19 Site-Based Discipline Monthly Report – Revised 9-01-16

School: Sahuaro

Date: 3/4/2019

Month: February

Members Present (by name):

Cephers, Lundstrom, Estrella, Hurley, Thompson

Please use the following data sources to complete this report:

1. TUSD Data Dashboard: <http://tusddashboard/>
2. Incidence (Az Safe) Student Detail Report in Synergy
3. Clarity Intervention Tool (when available)

This report must be filled out electronically and submitted to the MTSS Facilitator SharePoint page in your designated School Folder. Go to the folder labeled: Documents > Discipline and drill down to your school:

<http://gateway/dept/CIPDA/lsc/layouts/15/start.aspx#/>

SharePoint is a controlled internal website. If you receive an error message, simply click out of the message and then the LSC page will appear.

This report is due to your Director by the 10<sup>th</sup> of every month. The data in this report is from the previous month. E.g. Submit the September analysis by October 10<sup>th</sup>.

Name each form by the month from which the data was pulled, the form name, and your school. For example for Miller's October report that is submitted Nov. 10th, the file name is:

October2016\_Miller\_DisciplineMonthlyReport

Data Dashboard information will be used for Tables 1 – 3. To get to the Discipline Data Dashboard:

• Open the webpage for the Data Dashboard -- <http://tusddashboard/>

- Click on the Student Data box.
- Click on the USP box.

## Instructions to fill out Table 1:

- Double click on the **School Risk Ratio** View at the top of the page.
- Click on the small arrow left of the school level for a drop down menu of schools.
- Click once on your school so that a blue box appears around the school name.
- Record the Number Ratio and the corresponding color in the first two columns below.
- If you do not see a number ratio, it means that you either do not have any White students and/or none of your White students have gotten into trouble yet. You will then need to use the **USP Discipline KPI** link at the top of the same page instead of the Risk Ratio View.
- On the right-hand box labeled 'School/Level Detail', you will find information to complete the last 3 columns.

Table1: Referrals Summary of Students by Ethnicity					
Type an X next to the YES for the view used:	School Risk Ratio	X	Yes	No	
	USP Discipline KPI		Yes	No X	
Ethnicity	Number Ratio	Color (Green, Yellow, or Red)	# of Distinct Student Incidences	# of Distinct Student Enrollment	Discipline % of population
White	1	Green	5	664	1.65%
African American	1.2	Green	4	204	2.45%
Hispanic	1.1	Green	8	676	1.93%
Native American	5.5	Red	1	11	9.09%
Asian/PI	2.2	Yellow	0	54	3.70%
Multi-Racial	1.1	Green	1	53	1.89%

**Analysis:** What are the positive highlights or troublesome hot spots?

During the month of February, there were 19 distinct students involved in 13 distinct incidents. For the month of February, the previously discussed ethnicity concerns are unresolved. It appears as though the TUSD ethnicity is incorrectly reporting to the dashboard. The demographics listed in Synergy provide additional detail. The data is showing that we have disproportionality in our Multi-Racial and Native-American population; however, this is due to the small number of Multi-Racial and Native-American students in attendance. After looking more closely at the data, it appears the disproportionality does not exist because all ethnicities were equally represented, with the exception of Asian. The dashboard indicates 5-White, 8-Hispanic, 4-African American, 1-Native American, 0-Asian, and 1-Multi-Racial. Synergy indicates 5- White, 9-Hispanic, 3-African American, and 2-Multi-Racial, 1-Native American, and 0-Asian.

## Instructions to fill out Table 2:

- At the top of the same page, click on the arrow in the box labeled, 'Action Type'
- Uncheck the box next to 'All' and check the box labeled, 'Suspensions'. Click 'OK'
- Go to the Student/Level Detail box on the right
- Under the column 'Distinct Student Incidence', you will see the number of suspensions by ethnicity. Right click on one of the numbers. Next, click on 'Show Details'
- Export to Excel. Copy and paste name, gender, ethnicity, matric number, date, for this month only. Insert additional rows as needed.

Table 2: Suspension Summary of Students by Name and Ethnicity Types of Violations that resulted in Suspensions with Names and Ethnicity						
Student Name	Gender	USP Ethnicity	Mtr Number	Date	Violation Category	Violation
	Female	African American		02/05/2019	Alcohol, Tobacco and Other Drugs	Drug violation (Marijuana)-Possession
	Female	African American		02/05/2019	Alcohol, Tobacco and Other Drugs	Drug violation (Marijuana)-Use
	Female	Hispanic		02/05/2019	Alcohol, Tobacco and Other Drugs	Drug violation (Marijuana)-Use
	Male	Multi-Racial		02/07/2019	Alcohol, Tobacco and Other Drugs	Drug violation (Marijuana)-Possession
	Male	Multi-Racial		02/07/2019	Alcohol, Tobacco and Other Drugs	Drug violation (Drug paraphernalia)-Possession
	Male	Multi-Racial		02/07/2019	Alcohol, Tobacco and Other Drugs	Drug violation (Marijuana)-Use
	Male	White/Anglo		02/07/2019	Alcohol, Tobacco and Other Drugs	Drug violation (Marijuana)-Possession
	Male	Hispanic		02/08/2019	Alcohol, Tobacco and Other Drugs	Tobacco violation-Possession
	Male	Hispanic		02/08/2019	Weapons and Dangerous Items	Other weapons (Knife with a blade length of at least 2.5 inches)
	Male	Hispanic		02/11/2019	Alcohol, Tobacco and Other Drugs	Tobacco violation-Possession
	Male	Hispanic		02/11/2019	Alcohol, Tobacco and Other Drugs	Tobacco violation-Share
	Male	Hispanic		02/11/2019	Alcohol, Tobacco and Other Drugs	Tobacco violation-Use
	Male	White/Anglo		02/11/2019	Weapons and Dangerous Items	Other weapons (Brass Knuckles)
	Male	White/Anglo		02/11/2019	Alcohol, Tobacco and Other Drugs	Drug violation (Marijuana)-Use
	Male	White/Anglo		02/11/2019	Alcohol, Tobacco and Other Drugs	Drug violation (Drug paraphernalia)-Possession
	Male	Native American		02/11/2019	Alcohol, Tobacco and Other Drugs	Tobacco violation-Possession

	Male	Native American		02/11/2019	Alcohol, Tobacco and Other Drugs	Tobacco violation-Share
	Male	Native American		02/11/2019	Alcohol, Tobacco and Other Drugs	Tobacco violation-Use
	Male	Hispanic		02/14/2019	Aggression	Assault (No Further Detail)
	Male	Hispanic		02/15/2019	Vandalism or Criminal Damage	Vandalism of personal property
	Male	Hispanic		02/19/2019	Theft	Theft (Non school property)
	Female	White/Anglo		02/25/2019	Alcohol, Tobacco and Other Drugs	Drug violation (Marijuana)-Use
	Female	White/Anglo		02/25/2019	Alcohol, Tobacco and Other Drugs	Drug violation (Drug paraphernalia)-Possession
	Female	White/Anglo		02/25/2019	Alcohol, Tobacco and Other Drugs	Drug violation (Marijuana)-Use
	Female	White/Anglo		02/25/2019	Alcohol, Tobacco and Other Drugs	Drug violation (Drug paraphernalia)-Possession
	Female	White/Anglo		02/25/2019	Alcohol, Tobacco and Other Drugs	Drug violation (Marijuana)-Use
	Female	White/Anglo		02/25/2019	Alcohol, Tobacco and Other Drugs	Drug violation (Drug paraphernalia)-Possession
	Male	Hispanic		02/27/2019	Sexual Offenses	Harassment, Sexual with Contact (No further detail)
	Male	Hispanic		02/27/2019	Sexual Offenses	Harassment, sexual (No further detail)
	Male	Hispanic		02/28/2019	Alcohol, Tobacco and Other Drugs	Drug violation (Drug paraphernalia)-Possession
	Male	Hispanic		02/28/2019	Alcohol, Tobacco and Other Drugs	Drug violation (Marijuana)-Possession
	Male	Hispanic		02/28/2019	Alcohol, Tobacco and Other Drugs	Drug violation (Marijuana)-Sale
	Male	African American		02/28/2019	Aggression	Assault (No Further Detail)
	Male	African American		02/28/2019	Alcohol, Tobacco and Other Drugs	Drug violation (Marijuana)-Use
	Male	African American		02/28/2019	Alcohol, Tobacco and Other Drugs	Drug violation (Marijuana)-Possession
	Male	African American		02/28/2019	Alcohol, Tobacco and Other Drugs	Drug violation (Drug paraphernalia)-Possession

**Analysis:** What can you infer from this data? Pay particular attention to the violation type. Go to [AZ Safe](#) and/or the Clarity Intervention Tool (when available), as needed, for supplemental student information.

The number one issue for suspensions at Sahuaro for the month of February were drug violations. Seven of the 13 incidents were drug related. We can infer there is still work to be done with regard to drug related offenses and teaching our students coping skills when faced with the decision to use. There is 5 repeat offenders; 3 with similar offenses. During the month of February, there were 19 distinct students involved in 13 distinct incidents.

**Instructions to fill out Table 3:**

- Click on 'Discipline by Week' at the top of the same page
- Be sure to check that you are looking at your specific school data. Uncheck 'All' and then click on the arrow to the left of the School level for a drop down menu of schools. Check your school and click 'OK.'
- Fill out this table entirely based on the number of Discipline infractions from the Data Dashboard.

Table 3: Total Number of Discipline by Week						
	White	African Am.	Hispanic	Native Am.	Asian/PI	Multi-Racial
Total (All)						
Week 26						
Week 27	1	1	2			1
Week 28	1		3	1		
Week 29			1			
Week 30	3	3	2			

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

The incidents in the month of February were not concentrated in any specific week.

**Instructions to fill out Table 4:** The data reported is school-based and is not available on the Data Dashboard. This table is to document the supports/actions that are provided to teachers, bus monitors, and others with high referrals.

Table 4. Monthly Data Report: Teacher Referrals				
Referral Source	# of Referrals	Most Common Type of Incidence	Trouble Areas and Times	Support / Actions Taken with Referrer
Bus Drivers/ Monitors	1	Drugs	Varied	N/A
Playground/ Grounds Monitors				
Teachers	6	Drugs	Varied	N/A
Other: Admin	5	Drugs	Varied	N/A
Other: Staff	1	Drugs	Varied	N/A

Use the following data sources to complete Table 4:

- AZ Safe Incident Detail Report
- Clarity Intervention Tool (when available)
- Your Internal Referral Form and Bus Conduct Referral

**Analysis:** Do you see any patterns when reviewing all of the referrals this month? Please explain:

The locations varied. There are no patterns.

**Instructions to fill out Table 5:** Please fill out this Rubric by placing an X in the box (SA-A-D-SD) that best describes your school this month and add comments for each question.

Table 5. School Culture and Climate				
This month, our	Strongly Agree	Agree	Disagree	Strongly Disagree
a. school culture and climate overall was positive		X		
Comment:	Our incidents do not reflect our culture and climate. 1.08% of our population was involved in disciplinary acts that required suspension. Our teachers are implementing student reinforcement tickets and following the behavior flow chart.			
b. students fight or show aggression against one another in specific locations at our school				X
Comment:	The locations were random.			
c. discipline reporting did not include students with repeated offenses			X	
Comment:	There were 5 repeat offenders; 3 for the similar offenses.			
d. PD on discipline, PBIS, restorative circles, or MTSS was provided		X		



Comment: MTSS meetings were held on 2/5 and 2/18.

e. staff showed sufficient cultural competency to meet the needs of our diverse students

X

Comment: The low number of student incidents speak to our staff's cultural competency.

**6. Cite evidence of programs that successfully supported individual students or small groups by school support personnel (MTSS Facilitator, Equity staff, counselor, etc.) Be specific. E.g. on 8/21/16, counselor presented bullying prevention tips to all 6th grade classrooms.**

- a. Our Clarity Risk Assessment for February indicates our high risk students are at 18%, medium risk are at 45%, and our low-risk are at 37% of our student population. 1.08% of our population was involved in disciplinary acts that required suspension.
- b. MTSS meetings were held on 2/5 and 2/18.
- c. Parent/Teacher Conferences 2/13
- d. Magic Show Assembly - positive message through Magic 2/8

**7. Provide action steps with an emphasis on the hot spot areas and/or celebrations: E.g. Increase PD on PBIS, put Teacher A on a Targeted Support Plan, Students X and Y are repeat offenders who will receive Z-type of intervention, etc.**

*Continuing Action Steps: (carried over from previous months)*

- a. repeat offenders for drug offenses were provided a 6 part substance abuse program
- b. Parent/Teacher Conferences 2/13
- c. Target Learning Supports (TLS) classes were offered for students to prep for ACT

*New Action Steps: (new to this month)*

- a. Registration process stated in match students with their class choice
- b.