APPENDIX XK4

2019-2020 School Audit Summary

1. MTSS is involved in student discipline at several sites.

2. K8 schools had many issues with middle school discipline (grades 6-8); many K8 administrators have an elementary school background.

3. Several sites had discipline issues with long term substitutes.

4. In some schools, there is a lack of building positive relationships with students, teachers, and administration

5. Classroom management continues to be an issue in some schools, especially with new teachers and long-term substitutes.

6. In several schools, teachers who enter education as a second career have trouble adapting to classroom management and imposing consistent, progressive discipline. The same can be said for teachers who did not attend a traditional college of education.

7. PBIS is implemented with fidelity in elementary schools, but several middle and K-8s struggle

8. Defiance and disrespect towards adults is a concerning issue at some schools.

9. Disproportionate number of students with IEPs and 504 plans are being disciplined.

10. There is not standardized practice in the training and use of Behavior Monitors.

10. At one school, in-district transfer students caused a great deal of disruption.

13. Some schools are not holding regularly scheduled discipline meetings.

11. Some discipline reports look the same month after month (except for names) at a few schools.

12. Some schools need to focus on monitoring and adjusting discipline throughout the school. Change cannot happen if we don't use discipline data effectively.

13. Kudos highly effective discipline teams: Pueblo HS, Drachman K-8, Gridley MS, Pistor MS, and congratulations to Booth-Fickett K-8 for having a "student focused" discipline team.

14. All sites have a PBIS matrix and functioning discipline flow charts. Most schools have functioning discipline teams, meeting at regularly scheduled times.

15. Restorative Practices are being used consistently at most sites.

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