

APPENDIX VI-26

School Site Discipline Observation 2019-2020

School: Booth Fickett

Date: March 10, 2020

<p>Agenda Yes No</p> <p>Minutes Yes No</p>	<p>How often does your discipline team meet?</p> <p>Weekly bi-weekly monthly</p> <p>Other: Constantly communicating daily about kids</p>
<p>Discipline Team Participants:</p> <p>Principal AP Dean MTSS RPPF</p> <p>Counselor ISI Teacher Teachers</p> <p>Psychologist Monitor Nurse</p> <p>Other: 2 Behavior Specialist</p>	<p>Person responsible for completely monthly discipline report: Assistant Principal</p> <p>Person responsible for scheduling discipline meetings:</p>
<p>Observation Notes:</p> <ul style="list-style-type: none"> • Started meeting by celebrating (USP – green except for Native American and MultiRacial categories) • Discussed why students had issues • Decrease in numbers • Discussed tardy issues: teachers allowing students back in class without a pass 	<p>Observation Notes</p> <ul style="list-style-type: none"> • Only one bus referral for disrespect, frequent flyers • Horseplay minor aggression • Handouts of student discipline was handed out
<p>What type of interventions are you implementing for students with concerns? Subgroups: W, AA, H NA, Asian A., MultiR</p> <ul style="list-style-type: none"> • SRO to do class visits to present on pens/vapes 	<p>MTSS Counseling Restorative Behavior Plan Conference</p> <p>Other:</p>

<p>What evidence do you have that demonstrate your discipline system is effective?</p> <ul style="list-style-type: none"> • Systems in place – decrease in overall discipline data • Extended passing period by one minute. Students cannot use bathroom during class time • Reduction in subgroups discipline • PBIS 	<p>Explain how you share discipline data and discipline policy to staff and how often?</p> <ul style="list-style-type: none"> • During PBIS discussions • PLC's
<p>What "Hot Spot" and "Trends" have you identified and what changes did you make as a result?</p> <ul style="list-style-type: none"> • Wax pens (had 9 from one incident) • Bathroom (one female rest room during passing period) 	<p>What percentage of your time would you say you spend on: Discipline Monitoring In classrooms Meetings</p>
<p>Explain how you utilize the data that the ISI Teacher gathers.</p> <ul style="list-style-type: none"> • ISI teacher did not follow the District-wide system. • ISI teacher is more of a interventionist for some of the students sent to her • Utilized more of a detention person 	<p>Explain how ISI/PIC being utilized?</p> <ul style="list-style-type: none"> • ISI teacher is a safe place for some students and is trusted by them. She provides weekly goals and sends strategies to teachers to help students stay in the classroom • Also communicates with parents • Teachers email ISI teacher for support with some students • Assist teachers with high PIC #'s ...investigates if they have eaten or homelife situations • Close to holidays see a lot of PIC, break norm "Relationships"
<p>What is the plan for teachers who are consistently referring students to PIC/referrals?</p> <ul style="list-style-type: none"> • CSP works with teachers that need support • Build relationships • Classroom management • Tone • Culture of teacher 	<p>Please provide our office with a list of teachers that have over referred and the action that was/is taken.</p>

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<p>Provide dates on how often the Student Code of Conduct has been articulated and revisited to students and parents:</p>	<p>Explain how parents have been involved/included in any process of discipline concerns regarding their child.</p> <ul style="list-style-type: none"> · Home visits consistently · Communicating between home and school · Consistency · Accountability · Parent involvement
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<p>Explain how you know your PBIS is effective? Has there been any adjustments? If so, what?</p> <ul style="list-style-type: none"> · Falcon tickets <p>Did not spend a lot of time on PBIS due to team being excited about the positive changes occurring at the school</p>	<p>What would you consider your overall rating of discipline at your school between 1 through 5, 5 being the best:</p> <p>1 2 3 4 5</p>
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<p>Additional Information:</p> <ul style="list-style-type: none"> · Monitors are expected to be in each single classroom each period every class · Relationships to improve culture · Behavior Monitor presents Student Code of Conduct, student friendly version, student centered · ISI teacher: decrease in behavior for constant discipline/accountability · ISI Teacher assigns community service, data , brings student behavior to staff · Self-Reflection: "When was the last time someone told you, you were great?" "What does anger look like?" 	<p>Recommendations</p> <ul style="list-style-type: none"> · Instead of extending passing period one minute, think of another system that would work...example: sign in/out in planner, etc. (Too much time during passing period can lead to trouble/vaping) · ISI teacher needs to follow District-wide ISI system · Hire a Restorative Practice Facilitator · It appears that the ISI teacher takes on a huge role, build capacity and get others involved or else burn out will set in · Working on Climate and Culture/expectatons · Both assistant principals are working hard to change the climate and culture of the school. They praised the 2 behavior monitors and the MTSS for consistently working with kids, communicating with parents and doing home visits. The system appeared to be working. The tone of school was different and the
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	<p>excitement of this team showed when they talked about the progress that was happening...KUDOS to them!</p> <ul style="list-style-type: none">Principal attends many meetings and frequently out of the building
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School Site Discipline Observation
2019-2020

School: Doolen

Date: 3/11/2020

<p>Agenda Yes No Used Discipline Report as guide</p> <p>Minutes Yes No</p>	<p>How often does your discipline team meet? Weekly bi-weekly monthly Other:</p>
<p>Discipline Team Participants: Principal AP Dean MTSS RPPF Counselor SI Teacher Teacher Psychologist Monitor Nurse Other:</p>	<p>Person responsible for completely monthly discipline report: Person responsible for scheduling discipline meetings:</p>
<p>Observation Notes:</p> <ul style="list-style-type: none"> · RPPF Facilitated · Discussed all subgroups in green-positive · More green improving · Rise in fights · Discussed what resources were doing 	<p>Observation Notes</p>
<p>What type of interventions are you implementing for students with concerns? Subgroups: W, AA, H NA, Asian A., MultiR</p> <ul style="list-style-type: none"> · Muslim prayer group and "how to deal with conflict" · Outside resources · Lunch Bunch AA 	<p>MTSS Counseling Restorative Behavior Plan Conference Other:</p> <ul style="list-style-type: none"> · Counselor is meeting with "the mean 6th grade girls/boys" in a small group separately...group is not affective · Boys to Men Resource · Casa de Los Ninos · Restoratives
<p>What evidence do you have that demonstrate your discipline system is effective?</p>	<p>Explain how you share discipline data and discipline policy to staff and how often?</p>
<p>What "Hot Spot" and "Trends" have you identified and what changes did you make as a result?</p> <ul style="list-style-type: none"> · AA and Hispanic population 	<p>What percentage of your time would you say you spend on: Discipline Monitoring</p>

<ul style="list-style-type: none"> · Lunches main court yard · ED Students · Aggression · Fights · Drugs · Defiance and Disrespect · Mean Girls "social media" 	<p>In classrooms Meetings</p>
<p>Explain how you utilize the data that the ISI Teacher gathers.</p> <p>ISI teacher does not share data with discipline team</p>	<p>Explain how ISI/PIC being utilized?</p>
<p>What is the plan for teachers who are consistently referring students to PIC/referrals?</p> <ul style="list-style-type: none"> · 3 teachers consistently referring · Classroom management · Teachers shadowing other teachers during their planning · Provide coaching · Restorative · Teachers need: trauma informed teaching, culturally/military teacher's belief-era, second career (not a teacher by trade, 	<p>Please provide our office with a list of teachers that have over referred and the action that was/is taken.</p> <ul style="list-style-type: none"> · 5 teachers in Pima College Program – had no student teaching, second career

<p>Provide dates on how often the Student Code of Conduct has been articulated and revisited to students and parents:</p>	<p>Explain how parents have been involved/included in any process of discipline concerns regarding their child.</p>
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<p>Explain how you know your PBIS is effective? Has there been any adjustments? If so, what?</p> <ul style="list-style-type: none"> · Culturally Relevant – Dr. Holt · SOS (Shut out for Safety) · Written report · Students have a voice · Told teachers tattle telling/interventions 	<p>What would you consider your overall rating of discipline at your school between 1 through 5, 5 being the best:</p> <p>1 2 3 4 5</p>
<p>Additional Information:</p> <ul style="list-style-type: none"> · Culture is an issue/kids come from cultures that are aggressive · Principal does a lot of trauma informed with staff, Ruby Pain, social economics · Adults working with student's secondary trauma, self-care · Adults not exposed with trauma kids · Interview questions to work at Doolen include knowledge and experience with trauma 	<p>Recommendations:</p> <ul style="list-style-type: none"> · There seems to be a disconnect. Although Doolen has a variety of programs and resources, the school is one of 3 with highest suspensions. Out of 111 suspensions 99 were out of school with 62 of those in the aggression category. Question if programs are affective and how are they monitoring and adjusting what is working. · Counselor may need to do classroom lesson since small groups are not working · The team appeared overwhelmed with all the issues going on with the diversity of the student population and the lack of cultural awareness from staff. Appeared that admin deals with putting out fires. · Lunch is an issue, discuss what strategy they can change to assist with all conflicts occurring during lunches. · More restorative need to be done · ISI/PIC needs to be utilized more than suspending students. · ISI teacher needs to share documentation with Discipline Team · Although the team rated themselves between a 3 and 4, I would have given them a 2. · Team were able to discuss what programs and resources they have; however, I question the relationship building with the students and staff.

School Site Discipline Observation 2019-2020

School: **Catalina**

Date: **March 6, 2020**

<p>Agenda Yes No Agenda was reviewing the Discipline Report in sequence</p> <p>Minutes Yes No</p>	<p>How often does your discipline team meet? Discipline Team meets monthly</p> <p>Weekly bi-weekly monthly</p> <p>Other: Beck (AP) meets with ISI, Dean and monitors weekly. Also meets with teachers in their PLC's</p>
<p>Discipline Team Participants:</p> <p>Principal AP Dean MTSS RPPF Counselor ISI Teacher Teacher Psychologist Monitor Nurse Other:</p>	<p>Person responsible for completely monthly discipline report: Assistant Principal</p> <p>Person responsible for scheduling discipline meetings:</p>
<p>Observation Notes:</p> <ul style="list-style-type: none"> · Principal stated he does not believe in suspending students. · Beck pulled up discipline report and discussed: · Drop in discipline with minority subgroups however, anglo students are being suspended more. · Trend: more anglo females being suspended more for fighting; more males are suspended for drugs for the month of February. However, it was the other way around for January. · Drugs are decreasing since: law change, have to be 21 to buy at convenient stores · Vaping continues to be an issue and hard to distinguish if it's drugs. 	<p>Observation Notes</p> <ul style="list-style-type: none"> · Discipline is low for February · Electronic devices referrals decreasing: either teachers gave up the fight or students following rules ·

<p>What type of interventions are you implementing for students with concerns? Subgroups: W, AA, H NA, Asian A., MultiR</p>	<p>MTSS Counseling Restorative Behavior Plan Conference Other:</p>
<p>What evidence do you have that demonstrate your discipline system is effective? Consistently meeting with resources and sharing data with teachers. Able to recognize subgroups/discipline trends.</p>	<p>Explain how you share discipline data and discipline policy to staff and how often? During their PLC's weekly or monthly</p>
<p>What "Hot Spot" and "Trends" have you identified and what changes did you make as a result? <ul style="list-style-type: none"> Trend: more anglo females being suspended more for fighting; more males are suspended for drugs for the month of February. However, it was the other way around for January. </p>	<p>What percentage of your time would you say you spend on: Discipline Monitoring In classrooms Meetings</p>
<p>Explain how you utilize the data that the ISI Teacher gathers. Able to identify frequent flyers and referring teachers</p>	<p>Explain how ISI/PIC being utilized? <ul style="list-style-type: none"> PIC referrals: larger numbers are 10th graders for class disturbance and disrespect towards teachers CICO </p>
<p>What is the plan for teachers who are consistently referring students to PIC/referrals? Keep track of teachers who over refer...we have had a lot of that last couple of months. Talk to them on an individual basis: push in classrooms, especially long term subs who are having most of the issues. Provide classroom management strategies Restoratives Lots of support in the classroom</p>	<p>Please provide our office with a list of teachers that have over referred and the action that was/is taken. Focus on Tier I piece Working and building relationships</p>

<p>Provide dates on how often the Student Code of Conduct has been articulated and revisited to students and parents:</p>	<p>Explain how parents have been involved/included in any process of discipline concerns regarding their child.</p>
<p>Explain how you know your PBIS is effective? Has there been any adjustments? If so, what?</p> <ul style="list-style-type: none"> · Pep rallies · Playing basketball · Positive behavior · PBIS more focus this year · Cookies/donuts for being on time · A lot more tickets being given to kids · Kids being recognized more · Perfect attendance · Mini grant · 	<p>What would you consider your overall rating of discipline at your school between 1 through 5, 5 being the best:</p> <p>1 2 3 4 5</p>
<p>Additional Information:</p> <p>Summary:</p> <p>Catalina’s team have a great discipline system in place. Mr. Beck is very proactive with informing staff and admin the hot spots and trends he sees in the discipline data report...being transparent. They are also able to identify that teachers with the most discipline issues are the long term subs...they try to provide as much support as possible.</p> <p>The principal has a great attitude about not wanting to suspend students unless they have to. He has done much research in this area. The other assistant principal works with curriculum and instruction. The culture and climate of the school seems to be overall positive and successful due to the systems in place.</p> <p>No Recommendations at this time.</p> <p>Discipline Reports:</p>	

School Site Discipline Observation

2019-2020

School: Pueblo

Date: February 28, 2020

<p>Agenda Yes No</p> <p>Minutes Yes No</p>	<p>How often does your discipline team meet?</p> <p>Weekly bi-weekly monthly</p> <p>Other: Informal meeting are consistently held.</p>
<p>Discipline Team Participants:</p> <p>Principal AP Dean MTSS RPPF Counselor ISI Teacher Teacher Psychologist Monitor Nurse Other: SRO/admin available</p>	<p>Person responsible for completely monthly discipline report:</p> <p>Person responsible for scheduling discipline meetings:</p>
<p>Observation Notes:</p> <p>Dean provided agenda and a copy of discipline report to be able to spot all trends for the current month and previous months.</p> <p>Similar trends in 9th/10th graders: Aggression, substance abuse and defiance/disrespect. 11th and 12th graders discipline has decreased.</p> <p>Trends: defiance and disrespect issues with a couple of teachers. Room for improvement with staff.</p> <p>Teacher/student restorative conferences (allows students to always have a voice)</p> <p>121 placements: 17 are frequent flyers out of 54 placed in PIC. Resources are utilized to support these students. If one intervention does not work, then another intervention is implemented.</p> <p>Substance abuse class meetings. Do have re-offenders and additions outside resources are utilized: Sin Puertas and Wake-up Program also Students go to nurses office when re-entering and nurse also provides educational information pertaining to their situation.</p>	<p>Observation Notes</p> <p>Counselors are mainly utilized for academic. All counselors target behavioral interventions and are on MTSS---Students given CICO</p> <p>2 Behavioral Intervention Monitors: Consistently communicate with parents and are assigned by alpha per monitor. They are the front line, know all MTSS interventions assigned and Riego one of the BIM is very effective with ELL students and also has a strong EXED background.</p> <p>SRO: provides substance abuse classes to all freshman and also teaches about cyber bullying due to high aggression. Much of the aggression stems from social media.</p> <p>Many interventions provided for students.</p> <p>Only 17 frequent flyers for substance abuse.</p> <p>Principal rare does discipline however, he does the restoratives at the school.</p>

<p>What type of interventions are you implementing for students with concerns? Subgroups: W, AA, H NA, Asian A., MultiR</p>	<p>MTSS Counseling Restorative Behavior Plan Conference Other: Outside agencies, SRO and Behavioral Intervention Monitors communicate with parents</p>
<p>What evidence do you have that demonstrate your discipline system is effective? Out of all discipline, there are only 17 frequent flyers. All students of concern are discussed in discipline meeting or MTSS and are provided some type of intervention that suits the individual student.</p>	<p>Explain how you share discipline data and discipline policy to staff and how often? PD: Code of Conduct to staff, PBIS Wanting staff to understand Code of Conduct so they can understand and are able to support the students. Preventing escalating situations</p>
<p>What "Hot Spot" and "Trends" have you identified and what changes did you make as a result? Hot spots and trends are definitely discussed to monitor and adjust needed resources. Fights occurring across the school and one in the patio Repeat offenders</p>	<p>What percentage of your time would you say you spend on: Discipline Monitoring In classrooms Meetings</p>
<p>Explain how you utilize the data that the ISI Teacher gathers. ISI teacher share documentation with admin/discipline team in regards to: over referrals from teachers and frequent flyer students. ISI teacher is not able to attend all discipline meetings if he has students in his room.</p>	<p>Explain how ISI/PIC being utilized? Admin follows Student Code of Conduct and assigns students accordingly. Students are sent to PIC for as stated on SCC. A pattern of students showing defiance within the classroom</p>
<p>What is the plan for teachers who are consistently referring students to PIC/referrals? There have not been any teachers over referring. However, if there is a conflict between a teacher and a student a restorative session is held.</p>	<p>Please provide our office with a list of teachers that have over referred and the action that was/is taken. N/A</p>

<p>Provide dates on how often the Student Code of Conduct has been articulated and revisited to students and parents:</p> <p>Will send dates SCC August 28th</p>	<p>Explain how parents have been involved/included in any process of discipline concerns regarding their child.</p> <p>Behavior Interventionist Monitors are consistently communicating with any student of concern. This is their primary role.</p>
<p>Explain how you know your PBIS is effective? Has there been any adjustments? If so, what?</p> <p>Sharing discipline data with staff. CAN (Comprehensive Needs Assessments) Surveying teachers and how effective teachers are Pep Assemblies "Good News" post cards consistently being sent home Warrior Tickets</p>	<p>What would you consider your overall rating of discipline at your school between 1 through 5, 5 being the best:</p> <p>1 2 3 4 5</p>
<p>Additional Information:</p> <p>Attendance is a critical factor/especially for 9th graders (communicate with parents) We do a lot to educate parents "Attendance Matters" We go to their homes Overly aggressive with parents Twice a quarter "meeting with the principal" all admin schedule is blocked so they can participate Every 4 ½ weeks we send out attendance notices</p> <p>Summary:</p> <p>The team was well organized with an agenda and followed it. All members of the discipline were present and provided input on specific students in order to suggest intervention follow through. Pueblo is in Corrective Action; however, they do follow the process and make sure all students have had interventions before discipline is imposed. Pueblo has a variety of systems in place and every resource has a vital role that contributes to the positive outcomes at the school. All in all, they do an excellent job in providing interventions as needed to students who are experiencing a difficult time behaviorally and academically.</p> <p>Recommendation: Although the system is for the principal to provide restorative, there should be other resources doing them as well.</p>	<p>Sin Puertas com on campus Wake – Up program (substance abuse/field trips)</p> <p>Discipline Report:</p>