

# APPENDIX VI - 1

# PBIS

## EFFECTIVE TEAM MEETINGS AND ACTION PLANNING



2020 – 2021

By: Student Relations Department



# PBIS IS TEAM DRIVEN





## Importance of Team-Driven

**Who are the movers and shakers in the building?**

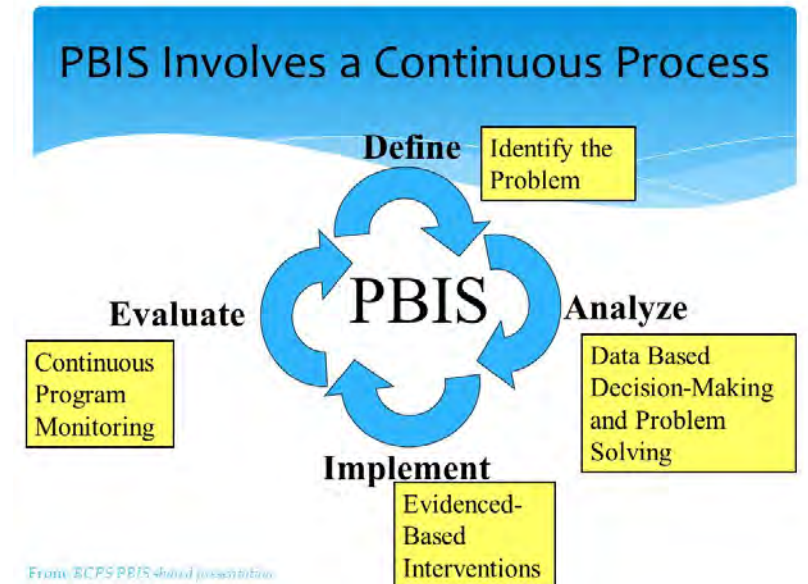
- Problem-solving process – needs diverse expertise and input
- Avoid I person effort

## Creating a TEAM...

- Administrator
- Restorative Practice Facilitator
- Teacher representative
- Support staff
- Student voice
- Community (parent)

# DEFINING THE FUNCTIONS OF THE PBIS TEAM

1. Defining school-wide expectations
2. Teaching expectations to students and staff
3. Acknowledging students for appropriate behavior/positive incentives
4. Using consistent consequences
5. Using data to make decisions
6. Progress monitoring



# THE TEAM

- Facilitator: Restorative Practice Facilitator
- Recorder: Volunteer, takes and distributes minutes; archives material; updates profile
- Data Reporter: Administrator brings data to the meetings
- Time Keeper: Keeps team on task
- Communicator: Shares information with staff, families, and communities
- Administrator: Assists in making decisions of monitors and adjusting where needed and follows through, decisions of upcoming events, celebrations, and incentives.



2020-2021 PBIS Team MTO and Action Plan

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Veronica Duran

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**PBIS TEAM MEETING AGENDA AND ACTION PLAN**

Date	Time	Location	Facilitator	Recorder

Attendance: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**AGENDA ITEMS**


**STATUS OF TASKS FROM LAST MEETING**

1. _____
2. _____
3. _____

**Data Report (Precise problem: What, When, Where, Who, Why)**

1. _____
2. _____
3. _____

**Action Plan**

ACTION STEPS (What and how)	Who?	When?	Goal with Timeline
Prevention			
Correction			
Recognition			
Data Collection			

**Upcoming Events (Kick-off, Booter, Assessment, School Store, Celebrations, etc)**

Events and Dates	Assigned Tasks	Who	When

Next meeting date: \_\_\_\_\_  
 Time: \_\_\_\_\_  
 Location: \_\_\_\_\_

Page 1 of 2 87 words 100%



# MONTHLY DISCIPLINE REPORT

1. Referral Summary by Student/Ethnicity
2. Suspension Summary by Student/Ethnicity
3. Total Number of Discipline by Week (RPPF does weekly reports)
4. Monthly Data Report/Teacher Referral (ISI/PIC Documentation)
5. School Climate and Culture
6. Evidence of Student Interventions
7. Hot Spots/Incentives, Celebrations
8. Teacher Support



Table Tools | Document1 - Word | Yvonnica Duran
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### 2020-2021 Site-Based Discipline Monthly Report

School: \_\_\_\_\_ Date: \_\_\_\_\_  
 Month: \_\_\_\_\_

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)

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 be uploaded in the MTSS SharePoint 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.

Table 1: Referrals Summary of Students by Ethnicity				
Type an X next to the YES for the view used:	School Risk Ratio			
	USP Discipline			

Ethnicity	Number Ratio	Color (Green, Yellow, or Red)	# of Distinct Student Incidences	# of Distinct Student Enrollments	Discipline % of population
White					
African American					
Hispanic					
Native American					
Asian/Pf					
Multi-Racial					

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

**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	Matr. Number	Date	Violation Category	Violation

Table 2A: Law Enforcement and School Safety Support Requested						
Student Name	Gender	Ethnicity	Matr. Number	Date	Law Enforcement	School Safety

Page 1 of 5 | 1137 words

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

**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 dropdown 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.

	White	African Am.	Hispanic	Native Am.	Asian/P.	Multi-Racial
Total (All)						
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						

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

**Instructions to fill out Table 4:** The data reported is site-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.

Referral Source	# of Referrals	Most Common Type of Incidence	Trouble Areas and Times	Support / Actions Taken with Referrer
Bus Drivers/ Monitors				
Playground/ Grounds Monitors				
Teacher				

Other: Please Explain				
Other: Please Explain				

Use the following data sources to complete Table 4:

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

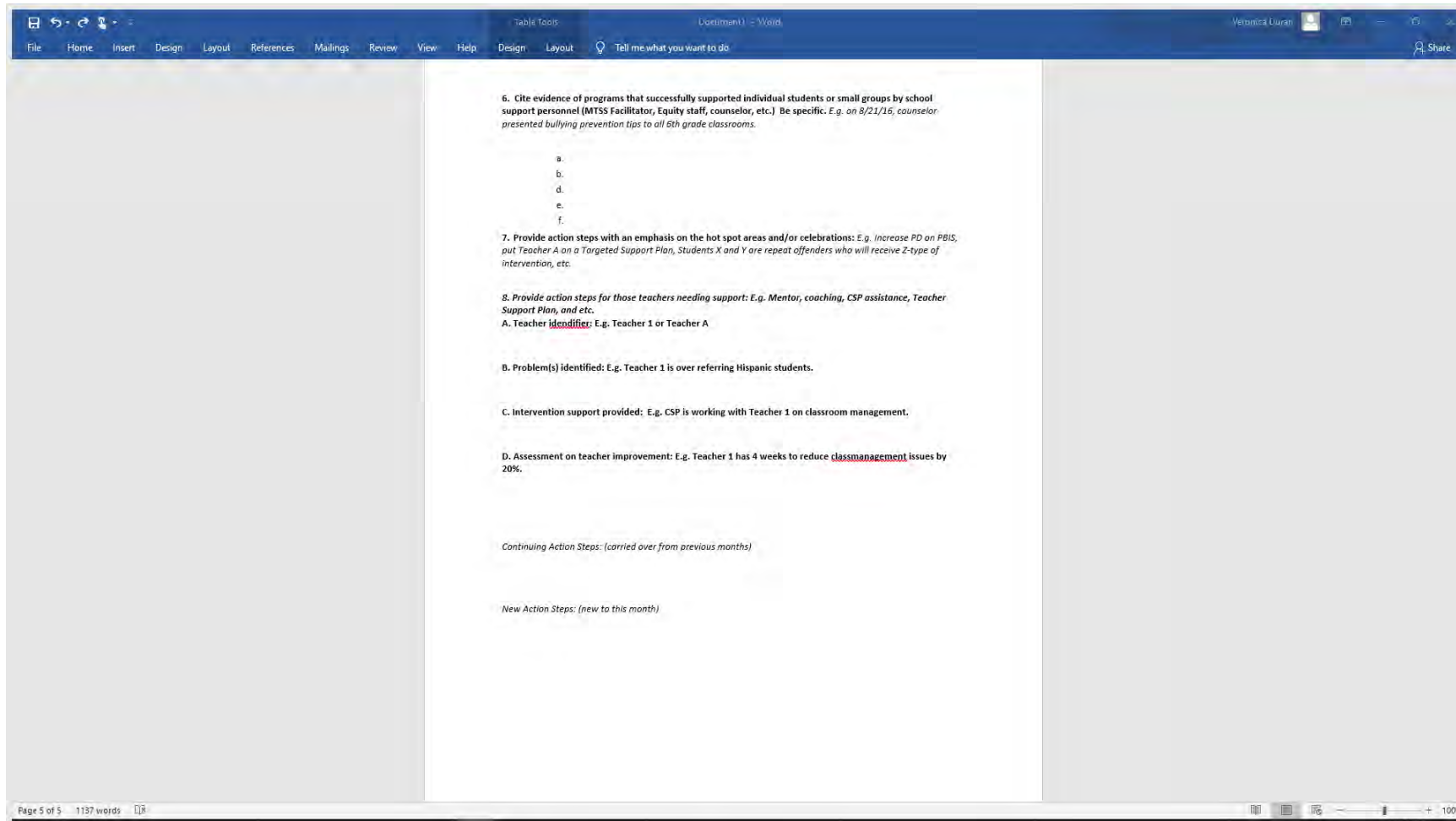
**Analysis:** Do you see any patterns when reviewing all of the referrals this month? Please explain.

We had 2 individual students who were given top 2 supports. We are working with their families to determine a plan that will help them meet the expectations in the classroom.

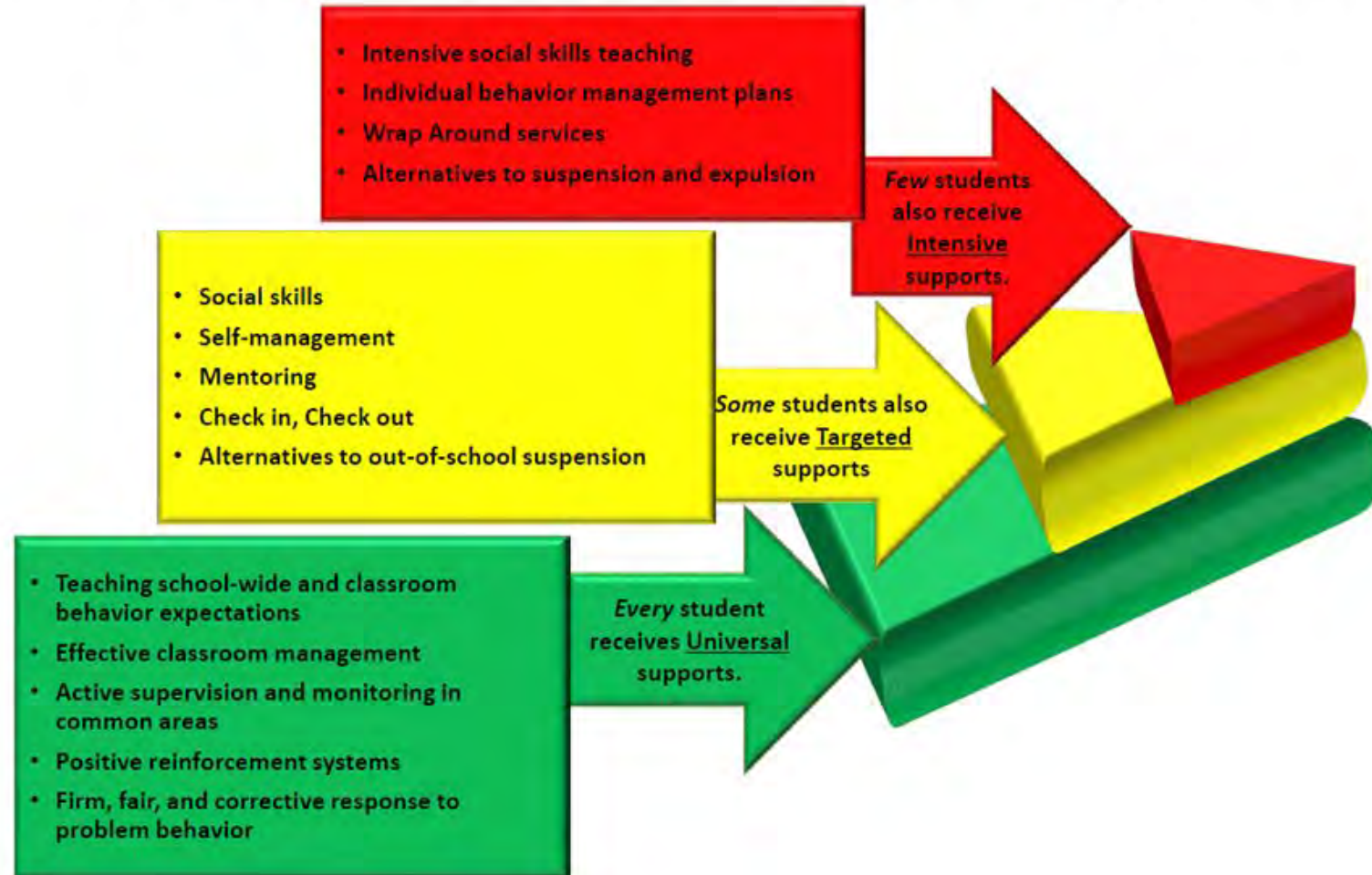
**Instructions to fill out Table 5:** Please fill out this Rubric by placing an X in the box (SA=4, D=52) that best describes your school this month and add comments for each question.

This month, our	Strongly Agree	Agree	Disagree	Strongly Disagree
a. school culture and climate overall was positive.				
Comment:				
b. students fight or show aggression against one another in specific locations at our school.				
Comment:				
c. discipline reporting did not include students with repeated offenses.				
Comment:				
d. PD on discipline, PBIS, restorative circles, or MTSS was provided.				
Comment:				
e. staff showed sufficient cultural competency to meet the needs of our diverse students.				
Comment:				

Page 2 of 5 1/31 words



# Layered Continuum of Supports





PBIS – Team Work