1. Tammy Harbor- Teacher

Pam Partker- School Psych

Robert Neil- Sped. Teacher

Giselle Alcantar- Soto- Teacher

Belinda Zintzun- Social Worker

Eric Jennings- Assistant Principal

**Protocol**

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| **2**  **Discipline Areas** | FRD ISS (IN School Suspension) and OSS (Out of School Suspension) | Special Education (SWD) | Males |
| **3**  **Preliminary Finding and Disparity** | * FRD-   + ISS (26% overrepresented, +14 students over)   + OSS (36% overrepresented, +11 students) | * SWD-   + ISS (20% overrepresented, +3 students   + OSS (17% overrepresented, + 4 students) | Males   * ISS (26% overrepresented 15 students) * OSS (no actual disproportionality 1 student either way would statistically create a disproportionality. |
| **4**  **Additional Data** | Additional Data needed:   * Violations type (weapon, drugs, etc) found on Insight. | Additional Data Needed:   * Special Education Program breakdown | Additional Data:  FRD breakdown |
| **5**  **Discuss Preliminary finding and review** | Non-duplicated frequency of violation type (students can be duplicated in the multiple categories).   * Drugs, Alcohol, Tobacco (19 students) * Fight w/out Injury(18 students) * Non-Compliant Behavior (8 students) * Failure to Report (6 students) * Truant (6 students)   Discussion:   * Substance abuse is molded and accessible * Fighting stems from:   + defensiveness and   + lack of security.   + Social misunderstanding (example: Mean mugging) * Non-compliance stems from:   + Passive aggression   + Gain power by rejecting norms to watch other manifest the emotions they are feeling. (example: out of control, frustrated, threatened, etc.) | Program Breakdown   * 3 students in Achieve * 5 students in Resource Room   6 students FRD  2 students are not on FRD  \*This point to focusing on the Students of poverty. | 62% of Male suspended students are report the need to receive FRD (Looking at the list there are more that could qualify but choose not too).  \*This point to focusing on the Students of poverty. |
| **6**  **Issue, Cause, Root Cause** | Why are students overrepresented?   1. **Issue**: Basic Needs-Students don’t eat breakfast    1. **Cause:** Students do not like to get breakfast       1. **Root Cause:** Non-preferred food       2. **Root Cause:** Stigma for getting breakfast    2. **Cause:** Students can’t get it after the school day start.       1. **Root Cause:** Access after 7:30 2. **Issue**: Basic Need- students are tired    1. **Cause**: can’t sleep at home    2. **Cause**: No supervision on phone use. 3. **Issue**: Prevented education on how to navigate conflict.    1. **Cause**: No exposer to alternative examples that students can connect with.       1. **Root Cause:** Student’s bring the rules of their neighborhoods into school because they are not taught how to communicate displeasure the way school norms dictate (code switching)    2. **Cause:** The is not approach/consistent process to proactively teach disagreement and advocacy.       1. **Root Cause:** Unclear PBIS Process/Restorative Justice | Why are students overrepresented in Special Ed.?   1. Issue: They are on FRD 2. Issue: We are dealing with a small number of students (30 and 24) |  |
| **7**  **Root Cause**  **Corrective Action** | **Root Cause:** Non- Preferred food  **Corrective Action:**  Students seem to like after school snack more than breakfast as far as choices.  **Root Cause:** Stigma for getting breakfast  **Corrective Action:**  Offer breakfast to everyone  **Root Cause:** Access to breakfast after class starts  **Corrective Action:**  Have a “pantry” in a couple of places throughout the high school where students can pick up dry cereal and breakfast easily.  **Root Cause:** Students not getting enough sleep.  **Corrective Action:**  Instruction and promotion of healthy sleep hygiene outside of health. (example: Healthy Sleep Month)  **Root Cause:** Students solving conflicts using neighborhood strategies.  **Corrective Action:**  Alternative and accessible models for resolving conflict how school resolves it.  **Root Cause**: Unclear PBIS Process/Restorative Justice structure.  **Corrective Action:**  Task a team create a clear restorative justice/ PBIS process for solving conflicts and implement it. |  |  |