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 FRD2 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. |  |  |