

EHS Discipline Analysis February 2020

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Protocol

2 Discipline Areas	FRD ISS (IN School Suspension) and OSS (Out of School Suspension)	Special Education (SWD)	Males
3 Preliminary Finding and Disparity	<ul style="list-style-type: none"> • FRD- <ul style="list-style-type: none"> ○ ISS (26% overrepresented, +14 students over) ○ OSS (36% overrepresented, +11 students) 	<ul style="list-style-type: none"> • SWD- <ul style="list-style-type: none"> ○ ISS (20% overrepresented, +3 students) ○ OSS (17% overrepresented, + 4 students) 	Males <ul style="list-style-type: none"> ○ ISS (26% overrepresented 15 students) ○ OSS (no actual disproportionality 1 student either way would statistically create a disproportionality).
4 Additional Data	Additional Data needed: <ul style="list-style-type: none"> - Violations type (weapon, drugs, etc) found on Insight. 	Additional Data Needed: <ul style="list-style-type: none"> ○ 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). <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> • Substance abuse is molded and accessible • Fighting stems from: <ul style="list-style-type: none"> ○ defensiveness and ○ lack of security. ○ Social misunderstanding (example: Mean mugging) • Non-compliance stems from: 	Program Breakdown <ul style="list-style-type: none"> ○ 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.

	<ul style="list-style-type: none"> ○ Passive aggression ○ Gain power by rejecting norms to watch other manifest the emotions they are feeling. (example: out of control, frustrated, threatened, etc.) 		
<p>6 Issue, Cause, Root Cause</p>	<p>Why are students overrepresented?</p> <ol style="list-style-type: none"> 1. Issue: Basic Needs-Students don't eat breakfast <ol style="list-style-type: none"> a. Cause: Students do not like to get breakfast <ol style="list-style-type: none"> i. Root Cause: Non-preferred food ii. Root Cause: Stigma for getting breakfast b. Cause: Students can't get it after the school day start. <ol style="list-style-type: none"> i. Root Cause: Access after 7:30 2. Issue: Basic Need- students are tired <ol style="list-style-type: none"> a. Cause: can't sleep at home b. Cause: No supervision on phone use. 3. Issue: Prevented education on how to navigate conflict. <ol style="list-style-type: none"> a. Cause: No exposure to alternative examples that students can connect with. <ol style="list-style-type: none"> i. 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) b. Cause: There is not approach/consistent process to proactively teach disagreement and advocacy. 	<p>Why are students overrepresented in Special Ed.?</p> <ol style="list-style-type: none"> 1. Issue: They are on FRD 2. Issue: We are dealing with a small number of students (30 and 24) 	

	i. Root Cause: Unclear PBIS Process/Restorative Justice		
7 Root Cause Corrective Action	<p>Root Cause: Non- Preferred food Corrective Action: Students seem to like after school snack more than breakfast as far as choices.</p> <p>Root Cause: Stigma for getting breakfast Corrective Action: Offer breakfast to everyone</p> <p>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.</p> <p>Root Cause: Students not getting enough sleep. Corrective Action: Instruction and promotion of healthy sleep hygiene outside of health. (example: Healthy Sleep Month)</p> <p>Root Cause: Students solving conflicts using neighborhood strategies. Corrective Action: Alternative and accessible models for resolving conflict how school resolves it.</p> <p>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.</p>		