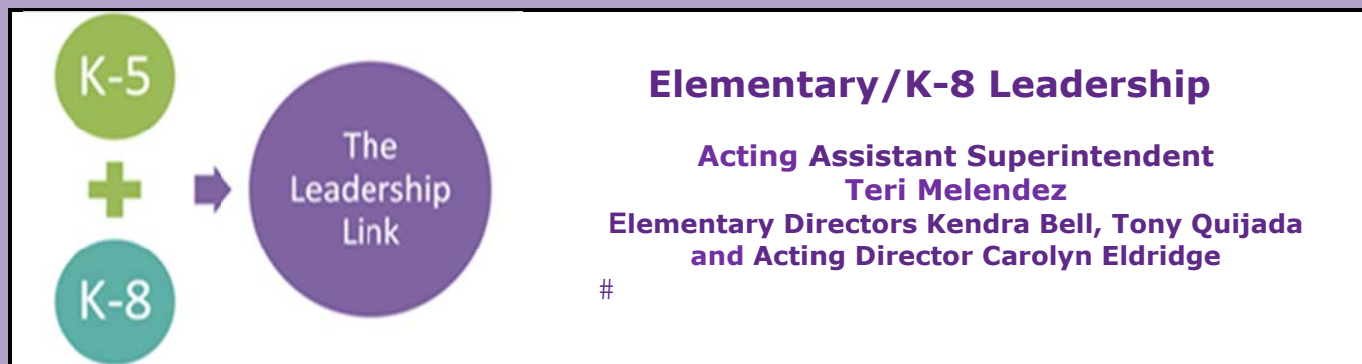


**From:** Warren, Tracy

**Sent:** Friday, September 20, 2013 9:36 AM

**Subject:** LEADERSHIP LINK - SEPTEMBER 20, 2013



**SEPTEMBER 20, 2013**

### **TEACHER AND ADMINISTRATOR ROLES**

Pursuant to the USP, (links: [teachers](#), [administrators](#)) are two documents communicating the roles of teachers and administrators. All Administrators must share the roles of the teachers with their staff. If you have any questions, please contact Charlotte Brown or Brian Lambert in Student Equity and Intervention at 225-6294.

*By October 1, 2013, the District shall communicate to teachers their roles and responsibilities in creating and supporting positive classroom environments and schools.*

*By October 1, 2013, the District shall communicate to administrators their roles and responsibilities in collaborating with faculty and staff to create and support inclusive classroom environments and schools and that a primary goal of this effort is to ensure that TUSD students are not subject to discriminatory disciplinary practices based on their race, ethnicity or ELL status.*

### **MANDATORY REPORTING INFORMATION FROM THE LEGAL DEPT.**

Policy JLF is currently being updated to reflect recent changes to the Arizona Mandatory Child Abuse reporting statute, [ARS 13-3620](#). Below are highlights of the changes:

- **Written follow-up report no longer necessary:** Section D was changed to eliminate the requirement for a written follow-up report to law enforcement. The revised language says only: "Reports shall be made immediately either electronically or by telephone" and the information that is supposed to be provided in the electronic/oral report, other than the student and parent name and address, is to be provided only "if known."
- **One other minor point:**
  - We are clarifying policy to assure that mandatory reports are made to the appropriate agency. CPS reports are for when you think the abuse is in the home, 911 covers all bases.

We suggest you remind your principals that school volunteers are also considered "school personnel" and should receive mandatory reporting training. We recommend that all principals assure that employees and volunteers at their site are current on their mandatory reporting training. Legal's updated Mandatory Reporting Power Point is available online at <http://intranet/legal/ppt/Arizonas%20Child%20Abuse%20Reporting%20Statute.pdf>. In addition, Legal is available for on-site trainings upon request. To schedule a training, call 225-6040.

### **USP MANDATORY TRAINING**

#### **Mandatory Unitary Status Plan Employee Training**

- All TUSD certified staff (teachers, mentors, instructional coaches, etc.) and administrators are required to complete the Understanding the Unitary Status Plan Training.

- All TUSD administrators, certified staff, and any other staff involved in the student assignment and/or enrollment (office managers, registrars, attendance clerks, family center staff, etc.); process are required to complete the Student Assignment Training.

Both trainings are web based and located on the Professional Learning Portal and must be completed **prior to October 15, 2013.**

### **TEACHSCAPE INFO.**

Pls. click [here](#) for an update on Teachscape.

### **VOLUNTEER TUTORS IN THE CLASSROOM**

Most of us are in agreement that volunteer tutors and mentors are a great asset in our schools. Although most organizations such as Reading Seed and Oasis do a good job of training and finger printing their volunteers, they are typically not highly qualified teachers. We must always be sure that students are not being pulled from their core classes to meet with these tutors. Please schedule volunteer tutors/mentor pullout outside core instruction time. They may assist in classrooms during core subject time under the direct supervision of the classroom teacher. District policy on school volunteers is listed under section IJOC.

### **PARAPROFESSIONAL TRAINING DAY!**

Principals – Please remind your Exceptional Education Teaching Assistants that **OCTOBER 4 is Paraprofessional Training Day!** This is an all-day training and all Exceptional Education Paraprofessionals are required (this is a mandatory training) to attend training at one of three sites: Palo Verde, Sahuaro, or Catalina. The teaching assistants need to sign up using the Learning Portal. The teaching assistants will be paid for this day. Please help us by reminding your Exceptional Education Paraprofessional Staff that they need to sign up and attend. Thanks.

### **FIRST FAMILY DAYS OF THE FALL: SEPTEMBER 28TH!**

The UA Poetry Center presents first Family Days of the Fall 2013 Season. Family Days is a Saturday open house from 10 a.m. to 1 p.m. for youth of all ages and their families. Once a month, the stacks of the Center's world renowned collection of poetry become over-run with youth writing, local music, interactive bookmaking workshops, bilingual story times, creative movement activities, and other poem-happenings that are designed to inspire youth and their families to explore the world around them through language. All activities are on a drop-in basis from 10 a.m. to 1 p.m.

This Fall, travel back in time and immerse yourself in the prehistoric age with writing adventures and story times featuring dinosaurs, bookmaking activities using iron age materials, dance parties that harken back to the stone age, a time travel booth, and more exciting surprises!

Family Days will feature our classic writing activities, story times, music, and dance parties, but will also add new elements like hula-hoops, a time travel video booth, and a chalk-board wall.

Each month this fall will consider a special period of history through the lens of "Time Travel." Look for the Prehistoric Age on September 28, Ancient Civilizations on October 26, Decades Day on November 16, and the Future on December 7.

### **COMMUNITY RESOURCE FAIR**

The Department of Student Equity & Intervention (SEI) is organizing a Community Resource Fair with vendors who will provide free resources, referrals and information for Student Equity staff, teachers, principals and other interested staff to support our students and families. The fair is scheduled to take place October 4, 2013, which is a grading day, from 9:00 AM to 12:00 PM at Pueblo High Magnet School in

the Lever Gym. It is critical to know what resources exist in our community to increase student achievement. [Click](#) to view flyer.

### **TITLE I NEWS**

Pls. click [here](#) for this week's News & Cues from Title I.

### **CHECK IT OUT!**

Data is our friend, and so is Kristjan Laumets, AP at Grijalva. Kristjan goes to class on weekends....One class period, Kristjan had to complete a data assignment! He used our district data which is good news to us! That said, check out this [link](#) which ranks our schools growth points among other data points. The data clearly shows the value of the growth points! Thank you, Kristjan!

### **DATES TO REMEMBER FOR SY 2013-2014**

<b>Item</b>	<b>Date</b>	<b>Due to Whom</b>
ILA – <b>PRINCIPALS ONLY</b> 1 <sup>ST</sup> THURSDAY OF EVERY MONTH	10/3 11/7 12/5 1/9 2/6 3/6 4/3 5/1	8:00 AM – 11:30 AM <b>All</b> meetings will be @ Palo Verde in the Cyber Cafe
ILA – <b>PRINCIPALS AND APS</b> 2 <sup>ND</sup> <b>AND</b> 4 <sup>TH</sup> THURSDAYS OF EVERY MONTH	9/26 10/17 10/31 11/14 12/12 1/16 1/30 2/13 2/27 3/13 3/27 4/24 5/8	GROUP A 8:00 AM – 11:30 AM GROUP B 12:30 PM – 4:00 PM <b>All</b> meetings will be @ Palo Verde in the Cyber Café  <b>ALL ADMINISTRATORS WERE ASSIGNED A GROUP BY RICHARD FOSTER'S OFFICE. CALL 225-6720 W/QUESTIONS!</b>

#### **ACCESSING THE ELEMENTARY EDITION FROM HOME**

Opening the Elementary Edition from home or site not linked to the TUSD Intranet requires the following Information:

Username: Monday

Password: 4u2read!

*A teacher's role and responsibilities in creating and support positive classroom environments and schools.*

*Teachers shall*

- A. Define, teach, model, and consistently apply positive behavior approaches inside and outside the classroom*
- B. Acknowledge and reinforce appropriate and positive student behavior*
- C. Provide constructive feedback to students when behavior concerns arise, and use positive feedback and skill building to address all low level misbehaviors*
- D. Work with relevant school and District personnel to ensure that appropriate intervention techniques have been attempted before referring a student to the school site discipline administrator*
- E. Participate in trainings to build and sustain a positive school climate and to reduce and address racial and ethnic disparities in the administration of school discipline*
- F. Regularly enter, upload, read, and respond to data via Mojave*
- G. Utilize data in collaboration with school site and District administration to monitor student behavior*
- H. Respond appropriately to data outcomes, particularly where data show disparities in the administration of consequences on any prohibited basis, including participating with supervisors in the development of correction action plans*

If an individual teacher is failing to adhere to the District's student discipline policies or practices as required under this Order, or is engaging in discrimination in such practices, or administering student discipline in a racially or ethnically disparate manner, the District shall require the principal to take appropriate corrective action.

## *An Administrator's role and responsibilities in creating and support positive classroom environments and schools*

### *Administrators shall*

- A. Collaborate with faculty and staff to create and support inclusive classroom environments and schools. The primary goal of creating and supporting an inclusive environment is to ensure that students are not subject to discriminatory disciplinary practices based on their race, ethnicity or ELL status.
- B. Ensure that PBIS, Restorative Practices and the GSRR are communicated, advocated, and modeled to the school community
- C. Provide training and support for administrators and certificated staff on Restorative Practices and PBIS
- D. Ensure effective recording, collecting, and utilization of student behavior and discipline data
- E. Regularly (*i.e.*, at least monthly) evaluating classroom- and school-level behavior and discipline data to assist in decision-making at all levels, from individual student needs to needs for the school site
- F. Assemble teams with appropriate certificated staff and parent(s) to address next steps for a student engaging in ongoing and escalating misbehavior in spite of appropriate intervention
- G. Consistently and fairly applying the GSRR to ongoing and escalating student misbehavior
- H. Ensure that parent(s) are included in all major decisions related to student behavior and discipline.