Welcome!
Learning Supports
Coordinators

July 29, 2014

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AGENDA
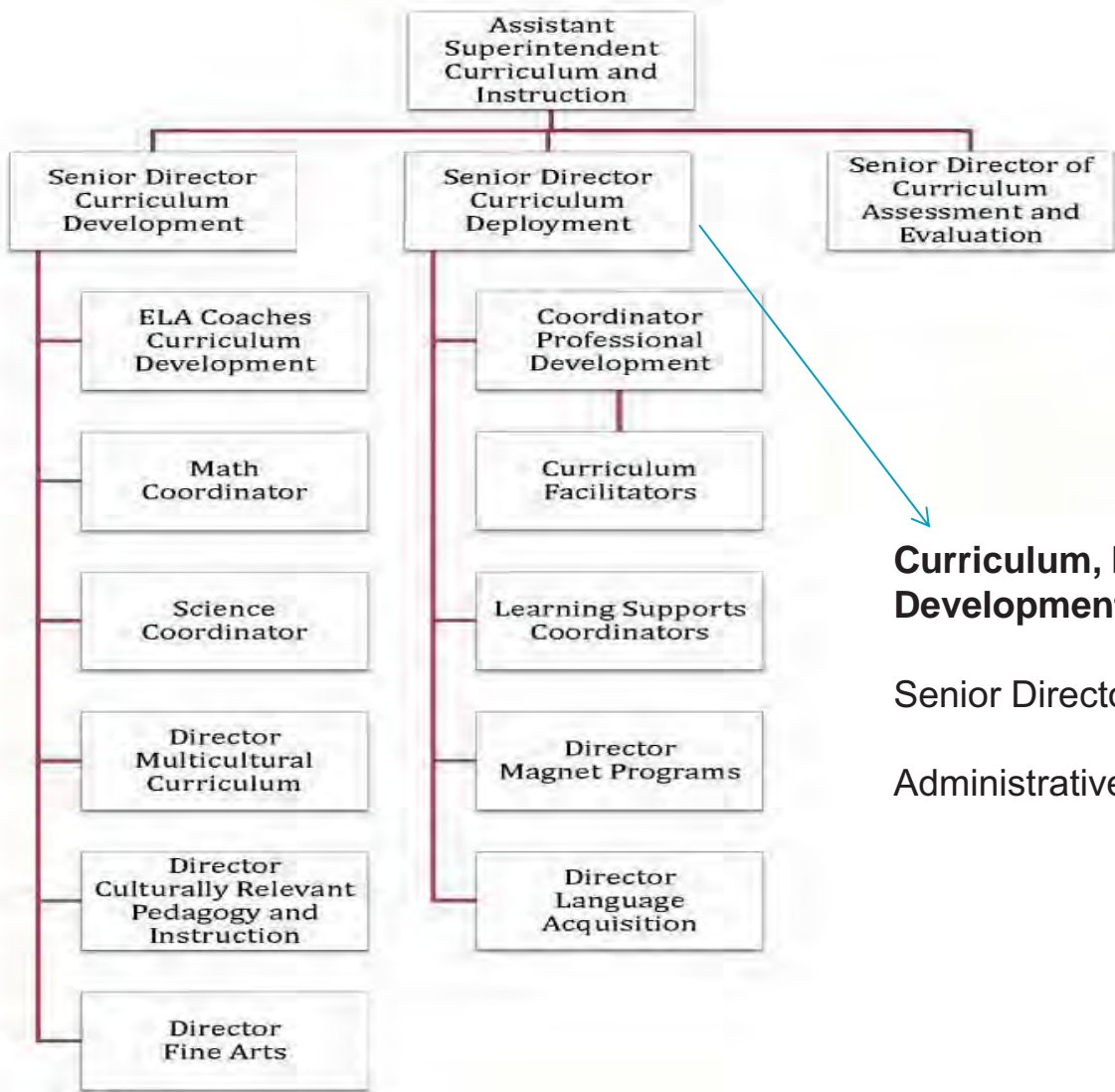
- ▶ **Welcome and introductions**
- ▶ Roles and responsibilities
- ▶ Organizational changes
- ▶ Absence sheets
- ▶ Miscellaneous

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No changes:
USP LSC position

- Classified – Exempt Coordinator employee group

- 9 ½ month employee

- Must hold some kind of AZ Dept. of Ed. Certificate

- Masters degree

- 8 hour (not including lunch) work day

- Funded from central deseg. budget

- Classified employee evaluation instrument

- Not eligible for 301 (regardless of certification/s)

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Organizational changes

Transition from Student Equity to Curriculum

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                        │    Assistant    │
                        │  Superintendent │
                        │  Curriculum and │
                        │   Instruction   │
                        └────────┬────────┘
        ┌────────────────────────┼────────────────────────┐
┌───────────────┐       ┌───────────────┐       ┌───────────────────┐
│ Senior Director│       │ Senior Director│       │ Senior Director of│
│  Curriculum    │       │  Curriculum    │       │    Curriculum     │
│  Development   │       │  Deployment    │       │  Assessment and   │
└───────┬────────┘       └───────┬────────┘       │    Evaluation     │
        │                        │                └───────────────────┘
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Senior Director Curriculum Development	Senior Director Curriculum Deployment
ELA Coaches Curriculum Development	Coordinator Professional Development
Math Coordinator	Curriculum Facilitators
Science Coordinator	Learning Supports Coordinators
Director Multicultural Curriculum	Director Magnet Programs
Director Culturally Relevant Pedagogy and Instruction	Director Language Acquisition
Director Fine Arts	

Curriculum, Instruction & Professional Development dept. (CIPD)

Senior Director: Richard Foster

Administrative Assistant: Pamela Wolfe

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Unitary Status Plan (USP) Learning Supports Coordinators 2014–2015

Roles and Responsibilities (deliverables)

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Roles and Responsibilities

Work in specific functional areas as indicated in the Unitary Status Plan projects 4, 5, 7, & 13 AND

support other projects in a collaborative role.

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TUSD Unitary Status Plan (USP)

Organized into 13 projects – each with specific deliverables

1. Personnel
2. Student Assignment
3. Transportation
4. **Advanced Learning (ALE)**
5. **Achievement Support (RP, PBIS, MTSS)**
6. Inclusive School Environment
7. **Discipline & Extracurricular (RP, PBIS, GSRR)**
8. Family Engagement
9. Facilities Access
10. Technology Access
11. Budgets & NARAs
12. Professional Development
13. **EBAS/Monitoring & Reporting (ATI)**

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USP Project 4 –Advanced Learning
Recruit and support students in ALEs

Identify and encourage African American and Latino students, including ELL students, to enroll in ALEs; to increase the number of African American and Latino students, including ELL students, enrolling in ALEs; and to support African American and Latino students, including ELL students, in successfully completing ALEs.

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Advanced Learning – deliverables

▸ Facilitate ALE recruitment efforts including providing information and support to students and families

▸ Contact identified students and families

▸ Monitor student enrollment in ALEs and academic progress

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USP Project 5 – Achievement Support

Supporting Drop-Out Prevention and Retention efforts

--the District shall develop a flag system in Mojave that flags students and the resources identified when a student:
(i) falls below a particular academic threshold,
(ii) goes above a certain threshold of absences, or
(iii) receives a certain threshold number of disciplinary consequences or referrals,

--procedures to ensure follow up when Mojave automatically flags a student for attention

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Achievement Support - deliverables

▸ District shall develop a flag system in Mojave that flags students and the resources identified when a student:
  ◦ (i) fall below a particular academic threshold,
  ◦ (ii) go above a certain threshold of absences, or
  ◦ (iii) receive a certain threshold number of disciplinary consequences or referrals
▸ Use the flag system in Mojave to coordinate specific interventions for 'flagged' students
  Coordinate intervention teams (MTSS)
▸ Monitor reports
▸ Document interventions

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USP Project 7 – Discipline & Extracurricular

Monitor discipline practices and data, provide ongoing discipline PD in RP and PBIS (including GSRR – Guidelines for Student Rights and Responsibilities)

▸ All District schools shall hire or designate an employee to serve as a restorative and positive practices site coordinator ("RPPSC").

▸ A school's learning support coordinator may be designated to serve as the RPPSC for the school. The RPPSCs shall be responsible for assisting instructional faculty and staff to:
(a) effectively communicate school rules;
(b) reinforce appropriate student behavior; and
(c) use constructive classroom management and positive behavior strategies.

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Discipline & Extracurricular – deliverables

▸ Inform all stakeholders (students, teachers, staff, parents) about GSRR, restorative practices, and PBIS

▸ Model restorative practices (circles, conferences, etc.) in classrooms and with small groups

▸ Apply and support restorative practices

▸ Facilitate implementation of PBIS

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USP Project 13 - EBAS/Monitoring & Reporting

Monitor achievement supports and data, provide ongoing achievement support and/or ATI PD

TUSD schools will implement progress monitoring and formative assessments using

Achievement Technologies Incorporated (ATI) system

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EBAS / Monitoring & Reporting – deliverables

▸ In support of the Unitary Status Plan Assessment Project each site will have staff dedicated to the coordination of **ATI** testing activities.

▸ LSCs **lead** coordination of **ATI** and other assessments.

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Documentation

▸ Required documentation will begin August 18th

▸ A training will be held prior to that date (TBA)

▸ It is good practice to document activities from now until Aug. 18th and keep track of work with individual students.

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LSC Evaluation & Monitoring

- LSCs are supported and trained by the Curriculum Department

- LSCs are evaluated by site administrator with input from Curriculum Dept. using the <u>classified employee instrument</u>

- LSCs' documentation is monitored by the Curriculum Dept., site admin. and the Desegregation Department

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Job description: functional area statement

Learning Supports Coordinators – preferred qualifications for LSCs funded through the Unitary Status Plan budget

Date: 2014-2015 school year

As a Learning Supports Coordinator funded under the desegregation budget, you will be assigned to several functional areas that fall under the Unitary Status Plan. The following is an outline, in support of the job description, of what areas of focus, duties, and/or tasks you will be asked to perform (though this list is not exhaustive, and may be supplemented as needs dictate):

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Assigned Functional Area/s (not inclusive of all areas or tasks)

▸ **USP Project 4 –Advanced Learning**

   –Recruit and retain students (with emphasis on African American and Hispanic students) in advanced academic courses

▸ **USP Project 5 – Achievement Support**

   –Improving access and recruitment of students to Advanced Learning Experiences

   –Strengthening restorative and positive behavioral practices and implementing and equitable and restorative culture and climate.

   –Coordinate and lead site MTSS

   –Coordinate and lead site data analysis

▸ **USP Project 7 – Discipline & Extracurricular**

   –Coordinate and implement Restorative Practices, PBIS

▸ **USP Project 13 – EBAS / Monitoring & Reporting**

   –Coordinate site(s) assessments as testing coordinator

   –Maintain records of all activities, interventions, etc., via district electronic system

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Absence forms:

The correct form is the *Employee Time Record*

- **Site administrator must sign**
- **Then you or your office manager must send to <u>Pamela Wolfe</u> via email (or in school mail to CIPD dept.)**

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