

TUSD

Administrator's Three-Day Conference

July 14-16, 2014

Santa Rita High School – JTED Center
3951 S Pantano Rd.

Purpose: To prepare site and district level administrators to lead the learning of their sites and departments in the areas of:

- TUSD English/Language Arts and Math Curriculum based on the Arizona College Career Readiness Standards
- Multi-Tier System of Support
- Guidelines for Student Rights and Responsibilities
- Danielson Framework for Teaching
- Customer Service
- Parent Link

Day One – AGENDA Monday, July 14, 2014

	Elementary (K-5)	Secondary (K-8/Middle/High)
7:45 – 8:00	Welcome	Welcome
8:00 – 11:30	TUSD ELA	TUSD Math
11:30 – 12:30	Lunch On Your Own	Lunch On Your Own
12:30 – 4:00	MTSS (1 ½ Hour) GSRR (1 hour) When to Call Police? (60 minutes)	Danielson / Teachscape

Day Two – AGENDA Tuesday, July 15, 2014

	Elementary (K-5)	Secondary (K-8/Middle/High)
8:00 – 11:30	TUSD Math	TUSD ELA
11:30 – 12:30	Lunch On Your Own	Lunch On Your Own
12:30 – 4:00	Danielson / Teachscape	MTSS (1 ½ Hour) GSRR (1 hour) When to Call Police? (60 minutes)

Day Three – AGENDA July 16, 2014

	Elementary (K-5)	Secondary (K-8/Middle/High)
8:00 – 8:30	Expectations for Parent Link	
8:30 – 10:00	Parent Link	Temp Hourly
10:15 – 11:45	Temp Hourly	Parent Link
11:50 – 12:30	Sub Finder	

Formal Discipline Training for Administrators

Department of Student Services, the
Legal Department and the
Exceptional Education Department

Objectives

- Read and understand GSRR
- Due Process
- Exceptional Education/504 Students
- Disciplinary Decisions Aligned with GSRR

Section A: Purpose

Topics

- What Are the Guidelines and why are they needed?
- When do they Apply?

Section A: Purpose

Topics

- What Are the Guidelines and why are they needed?
- When do they Apply?

What are the Guidelines and Why Are They Needed.....

- Specifies rights
- Describes conduct
- Provides Consistency
- Assures rights

When do These Guidelines Apply?

- During school hours
- While being transported on the school bus or other school district-sanctioned transportation
- At times and places where the principal or other school official or employee has jurisdiction over students
- During school-sponsored events

When do These Guidelines Apply?

- During field trips
- During athletic functions
- When students are going to and from school (“portal to portal”)
- During other school-related activities

Check for Understanding:

- Why are the Guidelines needed?
- Name two occasions when the Guidelines are in force?

Answers

- Specify the rights and responsibilities of students and parents
- During school hours
- During field trips
- (answers may vary)

Section B: Student and Parent Rights and Responsibilities

Topics

- Student Rights
- Student Responsibilities
- Parent Rights
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Rights and Responsibilities

- Students have a right to..... pg. 7-8
- Students have a responsibility to..... pg. 8
- Parents/Guardians have a right to.....pg. 9
- Parents/Guardians have a responsibility to....pg. 9

Student Rights Summary

- Expect rigor
- Expect equity
- Expect appropriate behavior from staff
- Expect safety
- Expect communication
- Expect privacy

Student Responsibility Summary

- Regular attendance
- Preparedness
- Participation
- Respectful behavior

Parents Rights Summary

- Communication
- Notification
- Respect
- Conferences
- Access to records

Parents Responsibilities Summary

- Communicate
- Collaborate
- Partner
- Be responsible
- Ensure student compliance

Check for Understanding:

- Name two student rights

- Name two parent rights

Answers

- Be expected to achieve at high levels
- Receive fair, equitable, non-discriminatory disciplinary actions that are aligned with the GSRR.
- Receive official reports of the student's academic progress
- Request a review of all disciplinary actions related to their student
- (answers may vary)

Section C: Governing Board Policies and General Information

Topics

- Governing Board Policies
- Positive Behavior Interventions and Supports
- Restorative Practices
- Abeyance Contracts
- Important Information

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Governing Board Policies

- Equal Educational Opportunities & Anti-Harassment (Policy JB) **pg. 10**
- Dating Abuse Policy (Policy JICL) **pg.10**
- Bullying, Intimidation & Harassment (Policy JICK) **pg.11**

Governing Board Policies Cont.

- School Dress Code (Policy JICA) **pg. 11**
- Cell phones and Other Electronic Devices (Policy JICJ) **pg. 12**
- Hazing (Policy JICFA) **pg.13**

JB Summary

- Discrimination is prohibited
- TUSD will act to investigate all complaints
- TUSD will take appropriate action

JICL Summary

- TUSD is committed to maintaining safe environment
- Employees aware of abuse will respond in a Board approved manner
- Students are encouraged to report abuse

JICK Summary

- Bullying is a form of harassment
- Students who engage are subject to disciplinary action

JICA Summary

- Appropriateness
- Neatness
- Cleanliness
- Modesty

JICJ Summary

- Kept out of view
- Not used during instructional time unless authorized by teacher
- May be confiscated

JICFA Summary

- An intentional act
- Usually an initiation
- Supervision minimizes opportunity
- Reports go to Superintendent

Positive Behavioral Intervention and Supports (PBIS)

- Evidence based
- Proactive
- Data Driven

PBIS is Created By.....

- Defining and teaching behavioral expectations
- Monitoring and acknowledging appropriate behavior
- Providing corrective and appropriate consequences for behavioral errors

PBIS is Created By Cont.

- Providing appropriate services for students who need additional behavioral supports
- Using a team-based management system to oversee the PBIS program
- Using referral data for problem solving

Restorative Practices

- Relationships
- Develops/restores community
- Accountability
- Allows voice
- Make amends

Abeyance Contracts

- Holds part of a suspension
- Optional
- Binding Contract
- Second Chance

Check for Understanding:

- What is the Anti-Harassment Policy?
- What is the Dress Code Policy?
- What is the purpose of PBIS?

Answers

- JICK
- JICA
- Prevent problem behavior while teaching socially appropriate behaviors

Section D: Know the Actions

Topics

- When you must call law enforcement
- When you may call law enforcement
- Due Process
- Due Process Steps
- Due Process for Ex ED/504 students

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- Due Process Steps
- Due Process for Ex ED/504 students

Section D: Know the Actions

Topics Cont.

- Special Procedures
- Action Levels
- Consequences
- Out of School Suspensions
- Long Term Suspensions
- Violations

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- Action Levels
- Consequences
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- Long Term Suspensions
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Law Enforcement **MUST** be Called

- Threats to use or use of a weapon/dangerous instrument
- Aggravated assault
- Sexual conduct with minor under 15 years old
- Possession, use or sale of illegal drugs
- Bomb threats

Law Enforcement **MAY** be Called

- Possession, sale or distribution on dangerous substances (including legal drugs or alcohol)
- Student demonstration which is likely to create unsafe conditions
- Threats
- Assault
- Vandalism
- Setting off false fire alarm

Due Process

- Legal safeguard
- Protects student rights
- Constitutionally guaranteed
- Protects administrators

Due Process Steps

- Oral or written notice to the student of the charges against the student
- An opportunity to present the student's side of the story in an informal hearing or meeting
- The allowance, for safety considerations, for a student to be removed from the school prior to an informal hearing with that hearing to follow as soon as practical
- Adequate notification and an opportunity for a fair hearing

Due Process Steps Cont.

- That parents will be informed in writing of all suspensions and that they have the right to a conference with the principal
- That if parents are not satisfied with any school official's decision they are entitled to request a review by the school official's immediate supervisor

Due Process Steps Cont.

- Formal due process (including a hearing officer) in long-term suspension and expulsion proceedings
- A right to appeal disciplinary decisions to the Principal, Director or Assistant Superintendent

Due Process for Students with IEP's or 504's

- Students with disabilities under Section 504 or IDEA (and students suspected of having a disability) may be disciplined in the same manner as any other student and may be suspended for up to 10 cumulative days of school per school year.

Due Process for Students with IEP's or 504's

- If a suspension beyond 10 cumulative days is contemplated, special procedures must be followed.
- **A manifestation determination conference must be held prior to the 11th day of suspension**

Special Procedures

- If the manifestation determination conference concludes that the student's behavior is a manifestation of the student's disability, then **no further disciplinary action can be taken.**
- The 504 or IEP team should convene to develop an appropriate behavior plan for the student

Special Procedures

- If the manifestation determination conference concludes that the student's behavior is not a manifestation of the student's disability, the District may impose whatever long-term suspension or expulsion it would impose under the same circumstances if a non-disabled student were the offender.

Special Procedures

- The District has no obligation to continue to provide educational services to a 504 student during the period of a long-term suspension or expulsion. However, the District must continue to provide educational services for students eligible under IDEA. Please refer to the appropriate Governing Board Policies JKAA and JKAB and to the Exceptional Education Handbook for specific procedures

Section E: Discipline, Students with Disabilities and Compliance

Topics

- Special Circumstances-IAES
- Suspension less than ten days
- Suspension more than ten days

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Special Circumstances – IAES, Interim Alternative Educational Setting

45 Day Interim Alternative Educational Setting:

- Weapon - Student carries or possesses
- Drugs (Controlled Substances Act) – carries, possesses, uses, sells, solicits
- Serious Bodily Injury – **Inflicts (USC 13659(g))**
A substantial risk of death

Special Circumstances – IAES, Interim Alternative Educational Setting

Disciplinary Removals for less than 10 days:

- Case by case determinations
- May remove to “interim alternative educational setting, another setting, or suspension”
- In the same manner as applied to students without disabilities

Special Circumstances – IAES, Interim Alternative Educational Setting

Disciplinary Removals in Excess of 10 days:

- Must provide services for students with disabilities beginning on the 11th day
- Must provide appropriate behavioral interventions
- Must hold a Manifestation Determination Review

Special Circumstances – IAES, Interim Alternative Educational Setting

Disciplinary Removals in Excess of 10 days Cont.:

- When imposing discipline for a violation of the student code of conduct after the first 10 cumulative days of removal, school personnel must always be mindful of the disciplinary history of the student and ask, **“Will this removal constitute a change in placement?”**

Action Levels

5 levels of Violations

- 1 and 2 considered ‘lower’ violations
- 3 mid-range
- 4 serious
- 5 most serious- potential expulsion

Consequences

Levels 1,2 and 3 - Wide range of options

Levels 4 and 5 - Require a long term
consequence (11 to 180 days)

pg. 20

Important Information -

pg. 21

Out of School Suspensions

Short Term

- Level 3 violation = 1-10 days

Long Term

- Level 4 violation = 11-30 days
- Level 5 violation = 11-180 days
(possible expulsion)

Long Term Suspensions

- Process- refer to JK-R2
- Homework
- Life Skills Suspension Program (LSSP)

Violations

- 14 violation categories identified by the Arizona Department of Education
- Almost all violations have a sub-category: the “Dishonesty” category has four:
 - Cheating
 - Forgery
 - Lying
 - Plagiarism

Things to Remember

- As the disciplining administrator it is your responsibility to assign the correct sub-category to the students violation
- The sub-category has a violation level
- That level dictates your disciplinary options
- If you are unclear as to which disciplinary actions are appropriate, contact your Director or Assistant Superintendent

Scenario

Minnie Mouse was in class working on her math assignment. She left her desk to get a ruler. As she was walking an item fell out of her pocket. Mickey Mouse picked up the item and gave it to the teacher. It was a bottle of vodka.

Quiz

- T/F-Following the GSRR is optional
- T/F-THE GSRR is not in effect during field trips
- T/F-Students have a responsibility to display behavior that does not compromise the safety of other students and/or staff
- T/F-Aggravated Assault is a mandatory report to law enforcement
- T/F-Restorative Practices should not be used

Quiz

- What does PBIS stand for?
- What are the required actions for a level 1 violation?
- What is the action level for fighting?
- What is the action level for sharing alcohol?
- Is it appropriate to call law enforcement for a disruption violation?

