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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	

INSTRUCTIONAL LEADERSHIP ACADEMY

Professional Development

TUCSON UNIFIED SCHOOL DISTRICT

Thursday, October 2, 2014
 8:00 – 11:30 a.m. & 12:30 – 4:00 p.m.
 Location: Duffy Student Service Center
 MPR

**SharePoint Attachment*

I. DISCUSSION/ACTION ITEMS

	Presenter	Time
1. Welcome	Dr. Adrian Vega	5 minutes
2. GSRRs	Dr. Adrian Vega	20 minutes
3. Procurement: • School Photographers • After the facts • Procurement Resources	Kevin Startt & Mark Neihart	20 minutes
4. MTSS	Richard Foster Mary Quinnan Michael Konrad	45 minutes
5. Employee Discipline & Conducting Investigations	Anna Maiden Nancy Woll Jeff Coleman	45 minutes
6. <i>* Interscholastics Handbook</i>	Herman House	10 minutes
7. TUSD Calendar Options SY 15-16	Dr. Adrian Vega	5 minutes
8. <i>Leadership Announcements</i>	Mary Quinnan Dr. Abel Morado	10 minutes
9. Closure	Dr. Adrian Vega	5 minutes

INSTRUCTIONAL LEADERSHIP ACADEMY

Professional Development

TUCSON UNIFIED SCHOOL DISTRICT

Thursday, December 11, 2014
8:00 – 11:30 a.m. & 12:30 – 4:00 p.m.
Location: TBD

**SharePoint Attachment*

I. DISCUSSION/ACTION ITEMS

	Presenter	Time
1. Welcome	Dr. Vega	5 minutes
2. “Count Me In”	Sara Fitzsimmons	5 minutes
3. Open Enrollment (Preliminary Enrollment)	Bryant Nodine	30 minutes
4. GSRR	Charlotte Brown	30 minutes
5. USP Updates	Eugene Butler & Richard Foster	10 minutes
6. AppliTrack Refresher	Janet Rico Uhrig & Anna Maiden	30 minutes
7. FALL Journey – Reflection	Richard Foster	45 minutes
8. Elevator speech		
9. Closure Tech Survey	Dr. Vega	5 minutes

INSTRUCTIONAL LEADERSHIP ACADEMY

Professional Development

TUCSON UNIFIED SCHOOL DISTRICT

Thursday, April 23, 2015

8:00 – 11:30 a.m. & 12:30 – 4:00 p.m.

Location: Palo Verde High School – Cyber Cafe

**SharePoint Attachment*

I. DISCUSSION/ACTION ITEMS

	Presenter	Time
1. Superintendent's Update	Dr. Sanchez	15 minutes
2. Curriculum Synthesis	ALL	90 minutes
3. GSRR	Julie Tolleson	45 minutes
4. Test Monitoring Update	Dr. Freitas	5 minutes
5. LSC Program Evaluation	Dr. Freitas	5 minutes
6. Sun Tran Bus Passes	Kandi Young	15 minutes
7.		
8.		
9. Closure	Dr. Sanchez	15 minutes

Administrative Management and Compliance Professional Development
June 1 – June 5, 2015

	Monday, June 1	Tuesday, June 2	Wednesday, June 3	Thursday, June 4	Friday, June 5
8:00 – 8:30	Introduction Dr. Vega	Introduction Dr. Sanchez	Introduction Dr. Sanchez	Introduction Dr. Sanchez	Introduction Dr. Sanchez
8:30 – 9:00	Reflection Dr. Vega	Reflection Dr. Vega	Reflection Dr. Vega	Reflection Dr. Vega	Reflection Dr. Vega
9:00 – 9:15	BREAK	BREAK	BREAK	BREAK	BREAK
9:15 – 10:45	USP Overview Sam Brown	Discipline Dr. Vega	Performance Management: Teacher Eval.	PBIS Culturally Responsive	Strategic Plan Dr. Sanchez
10:45 – 11:00	BREAK	BREAK	BREAK	BREAK	BREAK
11:00 – 12:15	Data Monitor Disc. GSRR Culture & Climate	Referral Process Suspensions Corrective Action Plans LUNCH	Principal Evaluation 11 – 12:30 Performance Management: Teacher Eval. 11 – 12:30	Culturally Responsive 11 – 12:30 PBIS	CIP Hand Book 504s IEPs
12:15 – 1:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:15 – 2:30	Culture & Climate GSRR Data Monitor Disc.	Suspensions Referral Process Corrective Action Plans	Corrective Action Plans	504s IEPs	CIP Hand Book
2:30 – 2:45	BREAK	BREAK	BREAK	BREAK	BREAK
2:45 – 4:00	GSRR Culture & Climate	Corrective Action Plans Suspensions Referral process	Referral process	Hand Book 504s IEPs	CIP 504s IEPs
Data Monitoring Discipline (Quarterly): David Scott					
CIP: Dr. Kristina Allen & Tina Stephens		GSRR: Julie Tolleson & Charlotte Brown		Culture & Climate: Tsuru Bailey-Jones & Roxanne Begay-James	
Performance Mgmt. Teacher Eval.: Maria Marin, Kathleen Scheppe & Mary Quinnan		Principal Hand Book: Ana Gallegos & Dr. Abel Morado		504/IEPs: Scott Hagerman & Brenda Hanna	
PBIS: Karen Ward		Principal Evaluation: Richard Foster		Culturally Responsive: Lorenzo Lopez, Maria Federico-Brummer & Dr. Clarice Clash	
Suspensions: Julie Tolleson & Dr. Abel Morado		Referral Process (work session exploring the protocols and referral process): Charlotte Brown & Eugene Butler Jr.		Corrective Action Plans: Herman House, Chuck McCollum & Michael Konrad	

9/8/2015



USP Presentation on Student Discipline
 School Administrator Presentation
 Julie C. Tolleson and Abel Morado
 Catalina High School
 June 2, 2015

Guiding Principles: A Resource Guide for Improving School Climate and Discipline

Nationwide, data collected by our Office for Civil Rights show that youths of color and youths with disabilities are disproportionately impacted by suspensions and expulsions. For example, data show that African-American students without disabilities are more than three times as likely as their white peers without disabilities to be expelled or suspended. Although students who receive special education services represent 12 percent of students in the country, they make up 19 percent of students suspended in school, 20 percent of students receiving out-of-school suspension once, 25 percent of students receiving multiple out-of-school suspensions, 19 percent of students expelled, 23 percent of students referred to law enforcement, and 23 percent of students receiving a school-related arrest.

---Arne Duncan, 2014

TUSD Past Practices

Student Discipline at School Sites

- Data reviews, if done, were site specific
 - Due Process
 - Did consequences correspond with severity of violation?
 - Principal was the arbiter
- Long Term Hearings were done at the sites, AP to AP
- District oversight was minimal and based on old GSRR
- No plaintiffs, No USP, No Special Master Oversight
- Disproportionate data based on ethnicity not reviewed at most schools or at District levels

The Charge for Principals

- Keep a safe and secure campus
- Make sure relationships were effective with faculty and staff
- We operated a model of discipline and order that valued most students and supported a collegial relationship with faculty and staff.
- We have been much more proactive and inclusive of all students in academic areas of achievement.

We Have A Problem

- Our past practices:
 - Are not sustainable
 - Are prohibited by our oversight bodies
 - Are not supported by best practices
- If left unchecked, these practices would keep the District under court oversight, and would lead to less autonomy for the District and school leaders.

Realities

- We are mindful that disciplinary matters involving students present real challenges for school administrators.
- The responsibility to maintain a safe and secure school campus is not easy and cannot be done by talking things out with problem students.
- Now more than ever each principal needs a comprehensive school plan for maintaining a safe and orderly learning environment for all students.

9/8/2015

Oversight

The following offices and individuals have oversight:

- Academic Leadership Office
- Student Services Office
 - Equity Office
 - Equity Directors
- Legal Office
- Desegregation Office
- Both Plaintiffs
- Special Master
 - Subcommittees
- Department of Justice

Training So Far

All administrators have been provided the following training:

- SAIL
- GSRR
- PBIS
- Restorative Practices

We Have More Work To Do

- We're not seeing consistency and sustainability of current GSRR and SAIL practices.
- There are pockets of excellence, but we need to see more capacity across all of our schools.
- There needs to be more comprehensive training of what is in the USP agreement, GSR, and SAIL practices.
- This training is vital for administrative teams, certified support staff, and faculty.

What's More...

Training alone is not enough

- There needs to be more buy-in to the new practices mandated through the USP.
- We need to see more commitment from a wider audience within school staff.
- We need to see the by-product of this training translated into daily practices, vocabulary, into the daily interactions with students, and widely announced to students and parents.
- Administrators need to tighten up GSRR, MTSS, and Mojave processes and practices.

Persistent Problems

- Listing interventions that are not interventions and using this as evidence to support elevating a GSR violation level.
- Listing past discipline as interventions.
- Not following the GSRR protocols with fidelity
- Using exclusionary discipline prior to exploring inclusive and tiered interventions.
- Not listing discipline or interventions appropriately in Mojave
- Poor investigations
- Paperwork problems
- Communication gaps at several levels

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)

9/8/2015



YOU

shall keep students in the
classroom setting
whenever practicable.

Specific Directives in the USP Reflected in the GSRR

- Exclusionary Discipline will be used as a last resort.
- The administrator will ensure that disciplinary consequences adhere to the GSR.
 - Student behavior has been ongoing and escalating
- Administer consequences
 - Non-discriminatory
 - Fair
 - Age Appropriate
 - Corresponds to severity of student misbehavior
- Are consequences paired with meaningful instruction and supportive guidance
- No law enforcement or school safety involved in low level student discipline.

Specific Directives in the USP Reflected in the GSRR

- The District endorses the following practices as interventions for students:
- Use of Restorative practices
- Positive Behavior Interventions and Support

Plaintiff Concerns Listed in USP

- The Parties acknowledge that the administration of student discipline can result in unlawful discrimination when students are disproportionately impacted or treated differently by virtue of their race or ethnicity.
- The Parties further acknowledge that the punitive use of serious disciplinary sanctions for low-level offenses creates the potential for negative educational and long-term outcomes for affected students.

Plaintiff Concerns Listed in USP

- The District shall not consider its student behavior policies and discipline practices in isolation, but as part of the District's overall goal of creating an inclusive and supportive environment in District schools.
- The District shall commit to ensuring that students remain as often as practicable in the classroom settings where learning happens.
- In accordance with the Guidelines for Student Rights and Responsibilities, to the extent practicable based on the student behavior at issue, a variety of graduated positive behavior techniques shall be used with the aim of preventing students from being excluded for any amount of time from the classroom or school.
- The District shall reduce racial and ethnic disparities in the administration of school discipline.

To Address the
Problem the USP
Directs Us to Find
the Cause ...

9/8/2015

Student intervention ... ensuring that parents are involved in all major decisions related to student behavior and discipline

F. Monitoring

Suspension data ... referrals to law enforcement ... disaggregated by race/ethnicity/gender/ELL status and **grade, teacher, school ...**

Identify any changes in the data of the reporting and evaluation revised GSRR, including tracking and identifying necessary changes. All changes shall be made by July 1.

Analyze discipline data from each school on at least a quarterly basis. The data shall include the number of students receiving any exclusionary discipline consequence (i.e. detention, in-school suspension, out-of-school suspension, referrals to alternative placement, referrals for expulsion, and referrals to law enforcement), disaggregated by grade, teacher, school, ELL status, gender, and race and ethnicity. Based on this analysis, the District shall work with the RSPPC and school administrators to develop corrective action plan(s) to ensure that exclusionary discipline consequences are not meted out in a

When I have an out-of-school suspension ...

Am I tracking the issue by teacher, to ensure that lesser consequences and interventions are being appropriately attempted in that classroom?

Am I tracking the issue by student for MTSS purposes, including dropout prevention, academic and behavioral supports, and evaluation for exceptional education (child find)?

Am I consulting properly with my director when needed?

Am I reporting all suspensions to Student Equity for weekly data tracking?

Central Monitoring by Student Equity and Special Master's Implementation Committee ...

OFFICE OF ACADEMIC LEADERSHIP K-12 SCHOOLS
SUSPENSION REPORT
2015-16 SCHOOL YEAR

SCHOOL	STUDENT NAME	GRADE	SEX	ETHNIC CODE	SUSPENSION CODES	DATE OF SUSPENSION	DATE SUSPENDED	SHORT-TERM TERM (Y/N)	LONG-TERM TERM (Y/N)	ANALYST (Y/N)	SUBSTANCE/REASON	REMARKS DATE	NOTES
	11 m wh	71.68	8-4/9-6	3	n	n	level 3 and 2, RC after suspension						
	10 m wh	71.68	8-4/9-6	3	n	n	level 3 and 2						
	9 m mu	75.1	8-7/9-13	5	n	n	level 3 and 1						
	9 m mu	75.1	8-7/9-13	5	n	n	level 3 and 1						
	12 m wh	29	8-7/9-11	3	n	n	level 3 (wrong info)						
	12 m wh	29	8-7/9-11	3	n	n	level 3 (wrong info)						
	7 m wh	3	8-5/9-7	3	n	n	level 3						
	6 m wh	22	8-5/9-7	3	n	n	level 3						
	8 m wh	71	8-7/9-20	10	n	n	level 3						
	6 m wh	7	8-5/9-7	3	n	n	level 3						
	6 m wh	5	8/7	1	s	v	level 3						
	8 m wh	5.44	8-6/9-7	2	n	n	level 3 and 2						
	8 m wh	72.371	8-11/9-13	3	n	n	level 3						
	8 m wh	7	8-11/9-13	8	n	n	level 3						
	7 m wh	7	8-11/9-13	3	n	n	level 3						
	6 m wh	8	11-Aug	1	s	n	level 3						
	3 m mu	5	8-12/9-14	3	n	n	level 3						
	10 m wh	7	8-5/9-6	2	s	v	level 3						
	10 m wh	7	8-5/9-6	2	s	v	level 3						
	10 m wh	29	8-13/9-15	3	s	v	level 3						
	10 m wh	7	8-13/9-14	2	s	n	level 3						
	9 m wh	7	8-13/9-14	2	s	n	level 3						
	3 m wh	7	15-Aug	1	s	v	level 3						
	7 m wh	5.44	18-Aug	1	s	v	level 3 and 2						
	9 m wh	3.5	8-18/9-20	3	s	v	level 3						

SCHOOL	STUDENT NAME	GRADE	SEX	ETHNIC CODE	SUSPENSION CODES	DATE OF SUSPENSION	DATE SUSPENDED	SHORT-TERM TERM (Y/N)	LONG-TERM TERM (Y/N)	ANALYST (Y/N)	SUBSTANCE/REASON	REMARKS DATE	NOTES
Saharao	11 m wh	71.68	8-4/9-6	3	n	n	level 3 and 2, RC after suspension						
Saharao	10 m wh	71.68	8-4/9-6	3	n	n	level 3 and 2						
Pala Verde	9 m mu	75.1	8-7/9-13	5	n	n	level 3 and 1						
Pala Verde	9 m mu	75.1	8-7/9-13	5	n	n	level 3 and 1						
Cholla	12 m wh	29	8-7/9-11	3	n	n	level 3 (wrong info)						
Cholla	12 m wh	29	8-7/9-11	3	n	n	level 3 (wrong info)						
Secret	7 m wh	3	8-5/9-7	3	n	n	level 3						
Secret	6 m wh	22	8-5/9-7	3	n	n	level 3						
Secret	8 m wh	71	8-7/9-20	10	n	n	level 3						
Pistaro	6 m wh	7	8-5/9-7	3	n	n	level 3						
Magpie	6 m wh	5	8/7	1	s	v	level 3						
Fickett	8 m wh	5.44	8-6/9-7	2	n	n	level 3 and 2						
Fickett	8 m wh	72.371	8-11/9-13	3	n	n	level 3						
Fickett	7 m wh	7	8-11/9-13	8	n	n	level 3						
Fickett	7 m wh	7	8-11/9-13	3	n	n	level 3						
Fickett	6 m wh	8	11-Aug	1	s	n	level 3						
Howell	3 m mu	5	8-12/9-14	3	n	n	level 3						
Cholla	10 m wh	7	8-5/9-6	2	s	v	level 3						
Cholla	10 m wh	7	8-5/9-6	2	s	v	level 3						
THD	10 m wh	29	8-13/9-15	3	s	v	level 3						
Cholla	10 m wh	7	8-13/9-14	2	s	n	level 3						
Cholla	9 m wh	7	8-13/9-14	2	s	n	level 3						
Unimover	3 m wh	7	15-Aug	1	s	v	level 3						
Fickett	7 m wh	5.44	18-Aug	1	s	v	level 3 and 2						
Santa Rita	9 m wh	3.5	8-18/9-20	3	s	v	level 3						

Looking for Failed Interventions

4/27/2015	8:07AM	Attendance	Parent Contact by teacher	Teacher contacted parent to discuss recent violations of the Life Skills Program - excessive cell phone usage and drug talk with other students. Mother said that she would discuss the matter with her son.	Life Skills Program
4/29/2015	2:08PM	Behavioral	Individual Conference with student	Teacher met with student to discuss recent violations of the Life Skills Program - excessive cell phone usage and drug talk with other students. Mother said that she would discuss the matter with her son.	Life Skills Program
4/29/2015	11:02AM	Academic	Consultation with Exceptional Education Case Manager	Teacher met with student to discuss recent violations of the Life Skills Program - excessive cell phone usage and drug talk with other students. Mother said that she would discuss the matter with her son.	Exceptional Education Case Manager
4/29/2015	2:13PM	Academic	Individual Conference with student	Teacher met with student to discuss recent violations of the Life Skills Program - excessive cell phone usage and drug talk with other students. Mother said that she would discuss the matter with her son.	Life Skills Program
5/1/2015	7:30AM	Behavioral	Individual Conference with student	Teacher met with student to discuss recent violations of the Life Skills Program - excessive cell phone usage and drug talk with other students. Mother said that she would discuss the matter with her son.	Life Skills Program

9/8/2015

Required Reading

*Guiding Principles: A Resource Guide for
Improving School Climate and Discipline.
Executive Summary Pages 1-27
US Department of Education,
January 2014*

9/8/2015

TUSD: One System...One Referral
Presented by: Charlotte Brown and Eugene Butler, Jr.
Catalina High School
June 2, 2015
 "Teamwork Makes the Dream Work!"

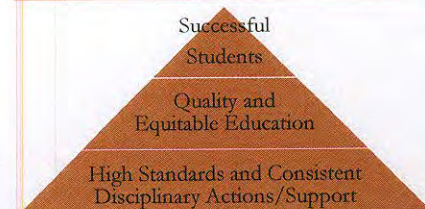
Norms

- ❖ Equity of voice
- ❖ Respect for our peers
- ❖ Only one participant may speak at a time.
- ❖ Respectful use of electronic devices

Objective:

- ❖ The overall objective is to work collaboratively in order to create one standard referral form for the district, and to establish a protocol to be implemented consistently throughout the organization.

Every Child Will Achieve at Whatever
 Level of Expectation that We Have for
 Them...



Ice Breaker
 Ms. Brown



Setting the Tone from Day One

What happens before the referral is written (School-wide plan)?	What is happening during the referral process?	What happens after the referral has been written? Follow up?
Small Group Discussion	Small Group Discussion	Small Group Discussion
Large Group Discussion	Large Group Discussion	Large Group Discussion

9/8/2015

Interactive Group Work Session:

- ❖ What would you like to see in a universal referral? Examples will be provided.
- ❖ Memorialize ideas in writing
- ❖ Gallery Walk
- ❖ Group sharing session



Questions and Answers

❖ Questions	❖ Answers
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Evaluation and Exit Pass
Professional Development/Work
Session for TUSD Referral Process

- ❖ Did the presenters clearly identify the objective(s) and the purpose of the work session/training?
- ❖ Do you believe that the expected goal can be achieved?



Enjoy the other Breakout Sessions

