

APPENDIX VI – 1

Restorative Practices for LSCs

Slide 1: Tucson Unified School District
Inspire, Educate, Empower. Words: Early Childhood, Hope, Inspire, Kids, Family, Magnet, Diversity, Achieve, STEAM, Graduate, Award-Winning, Choice, Heritage, Educate, Technology, Career Readiness, Communication, College.

Slide 2: LSC Program Evaluation

Slide 3: Tucson Unified School District
Inception of the Learning Supports Coordinators (Under Academic Act. Suppl.)
LSC designated as the target for state Restorative and Positive Practices Site Coordinator, VI.C.2
Moved from Guidance and Counseling to Curriculum & Instruction Program Evaluation conducted
Timeline: 2010-11, 2013-12, 2012-13, 2013-14, 2014-15
Restorative Practices and PBIS: ES/MS/HS centrally based, HS site based (Under Guidance and Counseling)
LSC role evolving with the LSP

Slide 4: Tucson Unified School District
Evaluation Methodology
Interviews, Focus Groups, Quantitative & Qualitative Analysis, Additional Metrics, Online Surveys, Data Services, Weekly Check-ins

Slide 5: Overall Commendations

- Learning Supports Coordinators are committed to serving students
- Principal and teachers value the Learning Supports Coordinator role
- District leadership is committed to evaluation and adjusting the Learning Supports Coordinator role in order to have the greatest impact
- Learning Supports Coordinators are committed to their role and willing to reflect and evolve

Slide 6: Functional Areas

- Positive Behavioral Interventions and Supports (PBIS)
- Restorative Practices (RP)
- Advanced Learning Experiences (ALE)
- Data Management
- Multi Tiered System of Support (MTSS)
- Assessment

Slide 7: 1) Positive behavior Interventions and Supports (PBIS)
 Definition of Success

- The LSC is expected to lead implementation efforts of PBIS in his / her building
- The LSC will ensure staff are trained and equipped in PBIS strategies

Slide 8: School Level Percent of the Week Spent on PBIS Activities

School Level	Percent of the Week Spent on PBIS Activities
Elementary	8%
K-8	3%
Middle	6%
High	1%

Slide 9: 1) Positive behavior Interventions and Supports (PBIS)

- Increase time spent on PBIS across the district
- Track and analyze the number of referrals, positive and negative
- PBIS Team at every site and a District PBIS Team
- Collaborative approach at Middle School

Slide 10: 2) Restorative Practice (RP)

- The LSC will lead restorative practice circles / conference and train teachers to do so as well
- The LSC will serve as the informal point person in the schools for positive behavior supports, separate from disciplinary measures

Slide 11: 2) Restorative Practice (RP)

School Level	Percent of the Week Spent on Restorative Practice Activities
Elementary	10%
K-8	8%
Middle	12%
High	2%

Slide 12: 2) Restorative Practice (RP)

- Assess the comfort level of LSC in training staff on Restorative Practices
- Increase training of staff by LSC on Restorative Practices
- Track and monitor implementation Restorative Practice conferences, circles and who leads them (LSC, Counselor, Administrator, Teacher...)

Slide 13: 3) Advanced Learning Experiences (ALE)
 Has been removed from your functions for 2015-16

Slide 14: 4) Data Management

- The LSC should facilitate a data meeting once a month with school leadership and staff
- The LSC also should conduct a weekly review of comprehensive data for their school, aligned to the Unitary Status Plan
- The LSC should ensure collection, use, and review of data as it relates to MTSS

Slide 15: 4) Data Management

School Level	Percent of the Week Spent on Data Activities
Elementary	7%
K-8	5%
Middle	7%
High	9%

Exclude time spent in data meetings with parents, students, and teachers

Slide 16: 4) Data Management

- Strengthen this area of data collection of behavioral incidents (relates back to PBIS)
- Monthly meeting solely for evaluating and analyzing site behavior / discipline data
- Data meetings with parents, students, and teachers should be documented and tracked.

Slide 17: 5) Multi Tiered System of Support (MTSS)

- The LSC should facilitate regular MTSS meetings with a building based team (i.e. principal, classroom teacher, student equity personnel, counselor...)
- The LSC should decide with the team which interventions (academic and / or behavioral) are appropriate
- The LSC should follow up on intervention implementation

Slide 18: 5) Multi Tiered System of Support

School Level	Percent of the Week Spent on MTSS Activities
Elementary	33%
K-8	19%
Middle	29%
High	15%

Slide 19: 5) Multi Tiered System of Support (MTSS)

- Continue to track MTSS data by number of students referred by grade and ethnicity and the number of students moved across tiers and add academic to behavior
- Increase the role of the principal in the MTSS process to ensure time and other staff members are dedicated to the process
- The role of the LSC will vary depending on the resources available at each site (MTSS core team)

Slide 20: 6) Assessment
 Has been removed from your functions for 2015-16

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Next Steps

- Realign the reporting structure
- Determine the qualification and experience necessary for the role
- Narrowing the focus of the role
- Streamline the multiple sources of influence that impact how LSCs spend their time and in which areas they focus

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BREAK

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Expectations for 2015-16

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What is an LSC?

- Exempt Coordinator (Classified Employee)
- 5.5 month employee
- Eight (8) hour work day (not including lunch)
 - 7:30 AM – 4:30 PM
- Funded from central desegregation budget
- Evaluated on the classified evaluation tool
- Is not eligible for 301 monies (regardless of certification)

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What an LSC is not?

- An LSC is not:
 - A principal designee
 - A disciplinarian
 - A site-based nor site-defined position
 - A student supervisor / monitor
 - A classroom teacher nor has a direct teaching assignment
 - A substitute teacher
 - An evaluator

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Focus Areas

- PBS (Team Member / data collector)
- Restorative Practices (Site Trainer)
- MTSS (Facilitator / Lead)
- Data Collection (behavior / discipline, facilitate monthly meetings)

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Other Items

- LSC will be evaluated centrally by Assistant Superintendent Curriculum and Instruction
 - Site Administrators will provide feedback to the evaluation twice a year
 - PMA's will gather organization information and provide the information to Asst. Supt. Curriculum and Instruction.
 - Issues or concerns with LSCs will be addressed by Asst. Supt. Curriculum and Instruction
 - Issues or concerns with site administrators will be addressed by appropriate leadership (Elementary and Secondary Asst. Supt. and Directors)

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Questions?

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Inspire
Achieve
Diversity
Choice
Heritage
Technology
Communication
Graduate
College
Early Childhood
Kids
Family
Magnet
STEM
S.T.E.A.M.
Career Readiness
Response
Communication
College
Award-Winning
Heritage
Technology
Communication
Graduate
College

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