Appendix 88

Section II - Student Assignment			Outline, Presentation and/or Documents Distributed
Type/Locaton Held	**Presenter(s) and Number of Attendees by Position**		
Standardizing Enrollment	Noreen Wiedenfeld	31	None available
Standardizing Enrollment	Noreen Wiedenfeld	28	None available
Standardizing Enrollment	Noreen Wiedenfeld	17	None available
Standardizing Enrollment	Noreen Wiedenfeld	9	None available
Standardizing Enrollment	Noreen Wiedenfeld	13	None available
Standardizing Enrollment	Noreen Wiedenfeld	15	None available
Standardizing Enrollment	Noreen Wiedenfeld	15	None available
Standardizing Enrollment	Noreen Wiedenfeld	17	None available
Standardizing Enrollment	Noreen Wiedenfeld	18	None available
Standardizing Enrollment	Noreen Wiedenfeld	9	None available
Standardizing Enrollment	Noreen Wiedenfeld	18	None available
Standardizing Enrollment	Noreen Wiedenfeld	17	None available
Standardizing Enrollment	Noreen Wiedenfeld	18	None available
Standardizing Enrollment	Noreen Wiedenfeld	5	None available
Standardizing Enrollment	Noreen Wiedenfeld	6	None available
Standardizing Enrollment	Noreen Wiedenfeld	11	None available

Section IV - Administrators and Certificated Staff			
Type/Locaton Held	**Presenter(s) and Number of Attendees by Position**		**Outline, Presentation and/or Documents Distributed**
Teacher Evaluation Pilot Focus Groups	Rosaisela Cota; Tanya Schrantz; Julie Torres	10	Pages 8-11
Teacher Evaluation Pilot Focus Groups	Rosaisela Cota; Tanya Schrantz; Julie Torres	3	Pages 8-11
Teacher Evaluation Pilot Focus Groups	Rosaisela Cota; Tanya Schrantz; Julie Torres	0	Pages 8-11
Teacher Evaluation Pilot Focus Groups	Rosaisela Cota; Tanya Schrantz; Julie Torres	5	Pages 8-11
Teacher Evaluation Pilot Focus Groups	Rosaisela Cota; Tanya Schrantz; Julie Torres	0	Pages 8-11
Teacher Evaluation Pilot Focus Groups	Rosaisela Cota; Tanya Schrantz; Julie Torres	0	Pages 8-11
Teacher Evaluation Pilot Focus Groups	Rosaisela Cota; Tanya Schrantz; Julie Torres	0	Pages 8-11
Teacher Evaluation Pilot Focus Groups	Rosaisela Cota; Tanya Schrantz; Julie Torres	9	Pages 8-11
Teacher Evaluation Pilot Focus Groups	Rosaisela Cota; Tanya Schrantz; Julie Torres	6	Pages 8-11
Teacher Evaluation Pilot Focus Groups	Rosaisela Cota; Tanya Schrantz; Julie Torres	11	Pages 8-11
Teacher Evaluation Pilot Training Session 1	Rosaisela Cota; Tanya Schrantz; Julie Torres	0	Pages 8-11
Teacher Evaluation Pilot Training Session 1	Rosaisela Cota; Tanya Schrantz; Julie Torres	0	Pages 8-11
Teacher Evaluation Pilot Training Session 1	Rosaisela Cota; Tanya Schrantz; Julie Torres	0	Pages 8-11
Teacher Evaluation Pilot Training Session 1	Rosaisela Cota; Tanya Schrantz; Julie Torres	0	Pages 8-11
Teacher Evaluation Training	Danielson Consultants	33	Pages 12-33
Teacher Evaluation Training	Danielson Consultants	33	Pages 12-33
Teacher Evaluation Training	Danielson Consultants	30	Pages 12-33
Teacher Evaluation Training	Danielson Consultants	28	Pages 12-33
Teacher Evaluation Training	Danielson Consultants	28	Pages 12-33
Teacher Evaluation Training	Danielson Consultants	29	Pages 12-33
Teacher Evaluation Training	Danielson Consultants	31	Pages 12-33
Teacher Evaluation Training	Danielson Consultants	29	Pages 12-33
Teacher Evaluation Training	Danielson Consultants	28	Pages 12-33
Teacher Evaluation Training	Danielson Consultants	28	Pages 12-33
Teacher Evaluation Training	Danielson Consultants	17	Pages 12-33

Teacher Evaluation Training	Danielson Consultants	12	Pages 12-33

Section V - Quality of Education			
Type/Locaton Held	**Presenter(s) and Number of Attendees by Position**		**Outline, Presentation and/or Documents Distributed**
Achieve3000 for Robison Staff	Julie Laird	14	None available
ALEKS Math Intervention Program Overview	Margaret Burkholder	13	Pages 34-52
ALEKS Math Intervention Program Overview	Margaret Burkholder	3	Pages 34-52
ALEKS Math Intervention Program Overview	Margaret Burkholder	4	Pages 34-52
ATI Cohort 5 ActiveInspire training	Reesa Fickett	0	Pages 53-61
ATI Comprehensive Test Review 2013-14	Jessica Agnew-Weil; Margaret Burkholder	5	Pages 53-61
ATI Comprehensive Test Review 2013-14	Margaret Burkholder	6	Pages 53-61
ATI Comprehensive Test Review 2013-14	Adelle McNiece	5	Pages 53-61
ATI Comprehensive Test Review 2013-14	Laurie Westfall	6	Pages 53-61
ATI Comprehensive Test Review 2013-14	Erica Kane	5	Pages 53-61
ATI Comprehensive Test Review 2013-14	Meg Riley	5	Pages 53-61
ATI/Galileo - Implementation Basics	Bob Kramer	21	Pages 62-69
ATI/Galileo - Implementation Basics	Bob Kramer	10	Pages 62-69
ATI/Galileo - Implementation Basics	Bob Kramer	14	Pages 62-69
ATI/Galileo - Implementation Basics	Bob Kramer	6	Pages 62-69
ATI/Galileo - Implementation Basics	Bob Kramer	4	Pages 62-69
ATI/Galileo - Implementation Basics	Bob Kramer	11	Pages 62-69
Culturally Responsive/Relevant Pedagogy	Augustine Romero	4	None available
Culturally Responsive/Relevant Pedagogy	Augustine Romero	23	None available
District required ALEKS Math RTI Support Training	Juliet King; Jennifer Sprung	28	Pages 34-52
District required ALEKS Math RTI Support Training	Juliet King; Jennifer Sprung	31	Pages 34-52
Dropout Prevention Professional Development	Debbie Ferryman	0	Pages 70-90
Ex. Ed. Student Intervention Training	Carmen Quintero	28	Pages 91-108
Ex. Ed. Student Intervention Training	Carmen Quintero	18	Pages 91-108
Ex. Ed. Student Intervention Training	Carmen Quintero	0	Pages 91-108
Ex. Ed. Student Intervention Training	Carmen Quintero	33	Pages 91-108
Ex. Ed. Student Intervention Training	Carmen Quintero	21	Pages 91-108
Ex. Ed. Student Intervention Training	Carmen Quintero	13	Pages 91-108
Ex. Ed. Student Intervention Training	Carmen Quintero	38	Pages 91-108
Learning Supports Coordinator; Staff Development	Holly Colonna	64	None available
USP: Grant Tracker Training	Richard Haan	26	Pages 109-114
USP: Grant Tracker Training	Richard Haan	20	Pages 109-114
USP: Grant Tracker Training	Richard Haan	23	Pages 109-114

Section VI - Discipline			
Type/Locaton Held	**Presenter(s) and Number of Attendees by Position**		**Presentation and/or Documents Distributed**
Discipline Reports in Mojave and Report Manager	Jacqueline DuPont; Maura Morin	9	Page 115
Discipline Reports in Mojave and Report Manager	Jacqueline DuPont; Maura Morin	6	Page 115
Formal Discipline for Administrators	Charlotte Brown-Adams	8	Pages 116-128
Student Equity Formal Discipline for Administrators	Charlotte Brown-Adams	20	Pages 116-128

Section IX - Facilities and Technology			
Type/Locaton Held	Presenter(s) and Number of Attendees by Position		Presentation and/or Documents Distributed
ATS/TS ~ Making the Grade	Jacqueline DuPont; Maura Morin	0	Page 129
ATS/TS ~ Making the Grade	Jacqueline DuPont; Maura Morin	1	Page 129
ATS/TS ~ Making the Grade	Jacqueline DuPont; Maura Morin	0	Page 129
ATS/TS ~ Office 2010~ EXCEL Formatting	Jacqueline DuPont; Maura Morin	25	Page 130
ATS/TS ~ Office 2010~ EXCEL Formatting	Jacqueline DuPont; Maura Morin	8	Page 130
ATS/TS ~ Office 2010~ EXCEL Formatting	Jacqueline DuPont; Maura Morin	15	Page 130
ATS/TS ~ Office 2010~ EXCEL Formatting	Jacqueline DuPont; Maura Morin	7	Page 130
ATS/TS ~ Office 2010~ EXCEL Formatting	Jacqueline DuPont; Maura Morin	7	Page 130
ATS/TS ~ Office 2010~ EXCEL Formatting	Jacqueline DuPont; Maura Morin	16	Page 130
CTE:Apple Foundations Training	Karl Oxnam	17	None available
Intro to Boardmaker	Nicole Fernandez	9	None available
Intro to Boardmaker	Nicole Fernandez; Reina Robles	0	None available
Intro to Boardmaker	Nicole Fernandez	7	None available
Promethean Boards in the ExEd Classroom	Nicole Fernandez; Linda Jones; Jules O'Herron; Reina Robles	6	None available
Promethean Boards in the ExEd Classroom	Nicole Fernandez; Linda Jones; Jules O'Herron; Reina Robles	7	None available
SMART Boards in the ExEd Classroom	Nicole Fernandez; Linda Jones; Jules O'Herron; Reina Robles	5	None available
SMART Boards in the ExEd Classroom	Nicole Fernandez; Linda Jones; Jules O'Herron; Reina Robles	3	None available
Teaching with Intention and Technology	Deborah Anders	28	None available

TUSD

Teacher Evaluation Pilot Frequently Asked Questions 2012-2013

Questions	In Pilot Answers	Out of Pilot Answers	Reference(s)
Are pre-school, Pace, Project Able, K-2 teachers A or B?	Pre-school, Pace, Project Able, K-1 teachers are B Teachers	Pre-school, Pace, Project Able, K-1 teachers are B Teachers	Arizona Framework for Measuring Effective Teaching Practice, pages ???
Where does AIMS A Fit in?	Teacher A	Teacher A	
Are self-contained Exceptional Ed. teachers A or B?	AIMS A Classrooms_____		
Is the 60 days a minimum or exact number of days?	The first and last observation must be separated by at least 60 calendar days.	The first and last observation must be separated by at least 60 calendar days.	AZ Framework Pages ??????
Are both observations announced or is one unannounced?	Follow the same procedures as your current evaluations.	Yet to be determined by TUSD	Ask Tanya
Do we still follow TEA consensus guidelines?	Participating teachers have signed a waiver that provides guidelines for the pilot.	TEA has been and will continue to be involved in the development of a final evaluation tool.	TUSD Waiver Plan for Teacher and Principal Evaluations
Do Math and English teachers who teach multiple levels use multiple formative assessments?			
Can DIBELS or DRA scores be used for primary formative assessment?	Yes	Yet to be determined by TUSD	Bottom half of teacher A and B document
The rubric has 52 points maximum, how will it transfer to	A maximum of 52 points will reflect 67% of the final score.	Yet to be determined by TUSD	N/A

67%?			
If the teacher teaches more than one subject, which data do we use?	?	Yet to be determined by TUSD	
Who will get us the data?	A & R will compile the data once AIMS and Stanford 10 are received by the district	A & R will compile the data once AIMS and Stanford 10 are received by the district	N/A
What types of formative assessment can be used?	See TUSD Formative Assessments	Yet to be determined by TUSD	
What do teachers on the pilot get in writing after each observation?	Written feedback, principal choice	Yet to be determined by TUSD	House Bill 2823 and Waiver
How do "non-classroom" teachers fit into the evaluation system?	Non-classroom teachers do not qualify for the TUSD Teacher Evaluation Pilot	Yet to be determined by TUSD	N/A
Who picks the data that is used?	AIMS or Standard 10. Formative is selected jointly by the teacher and principal.	AIMS or Standard 10. Formative is yet to be determined by TUSD.	AZ Framework pages 9 & 10
How do we determine who is Teacher A and who is B?	Teacher A: Teachers who have valid and reliable student progress data (AIMS or Stanford 10) for their student population and content area. Teacher B: Teachers who do not have valid and reliable student progress data for their student population and content area.	Teacher A: Teachers who have valid and reliable student progress data (AIMS or Stanford 10) for their student population and content area. Teacher B: Teachers who do not have valid and reliable student progress data for their student population and content area.	AZ Framework pages 9 & 10
Do the pilot teachers need CEIs?	No	Yet to be determined by TUSD	Pilot Evaluation in 8 Steps
Why do we have to use school aggregate data?	In order to be in compliance with HB 23??????? All school districts will use school aggregate data for B Teachers.	In order to be in compliance with HB 23??????? All school districts will use school aggregate data for B Teachers.	HB ???????? AZ Framework
Can I use a formative assessment for pre data and post data with my current students?	Yes	Yet to be determined by TUSD	N/A

Can visits be more than one so data can be accumulative?	Two visits. The purpose is to obtain cut scores.	Yet to be determined by TUSD	HB ????
What about teachers on PGYPs?	They will either be on a PGP or the new evaluation but not both.	They will either be on a PGP or the new evaluation but not both.	N/A
How do we gather evidence for Standards 9 & 10 within a classroom observation?	You do not. Evidence gathered on standards 9 and 10 is what you have observed at other moments or the teacher has brought to the table in their own portfolio.		???
What is the criteria for probationary teachers?	I think they are also on the pilot???		

Your Name:_____   Teacher or Administrator

                                                                    (Circle One)

Feedback Form

Pilot Teacher Evaluation

How does this tool reveal effective teacher practice?

Which resources have provided the most insight?
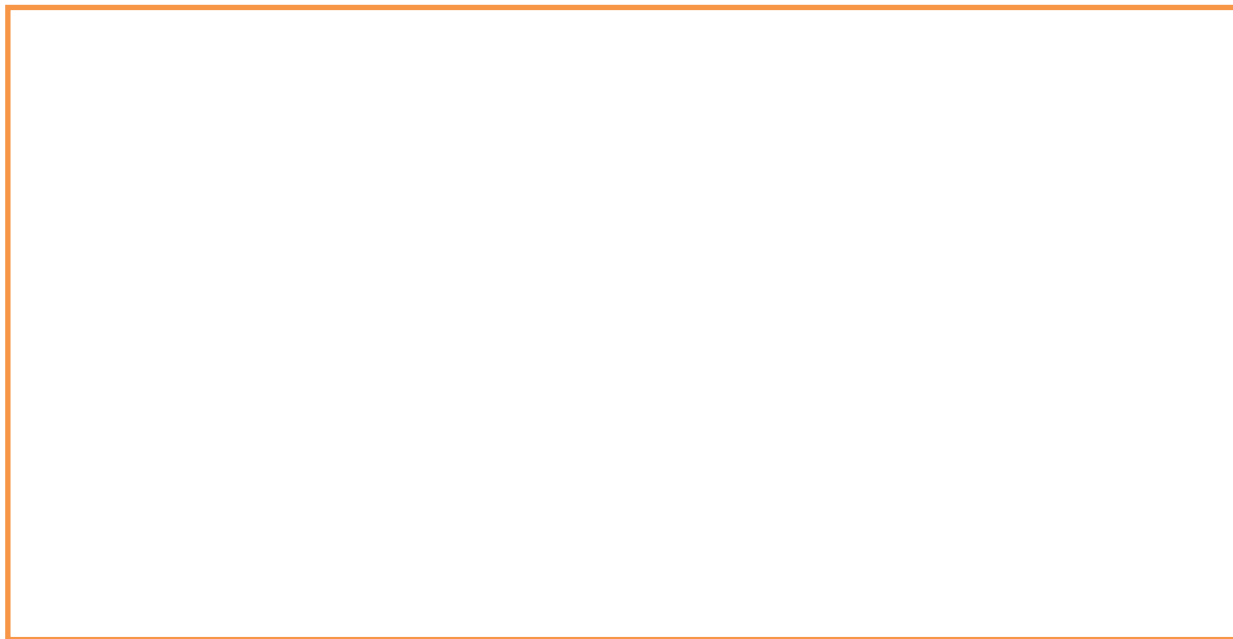
How might this tool be revised to be more effective?
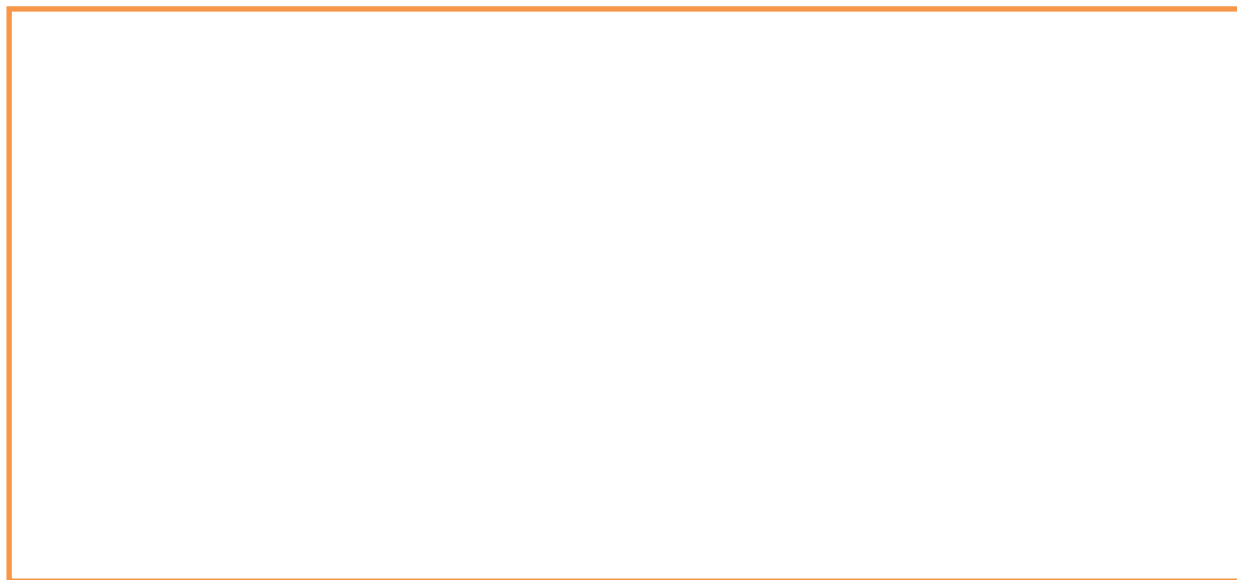
TUSD

Using Evaluation to Examine Teacher Practice and Promote Growth

TUSD Teacher Evaluation Pilot Committee

2012

Curriculum Instruction and Professional Development

1. **Based on your observation and discussions with the teacher what did you discover about this teacher's practice? (your insights)**

2. **Based on your post observation meeting, what areas of growth might the teacher be open to exploring?**

Curriculum Instruction and Professional Development

SETTING AN OUTCOME

3. **With a partner, determine a possible outcome for your work with this teacher.**

Short-term Outcome-

Long-term Outcome-

DETERMINING A FOCUS

4. **Select two InTASC standards as an area of focus for the teacher. These standards should reflect needs that either you and/or the teacher have identified.**

RESOURCEFULNESS

5. **What evidence of resourcefulness do you see on the part this teacher? How might you capitalize on their resourcefulness to improve their practice?**

MOVING PRACTICE FORWARD

ROLE PLAY NOTES:

Curriculum Instruction and Professional Development

6a. How will you know that your work with this teacher is growing their practice and increasing student achievement?

6b. Evaluate your practice by coding the indicators within Standard 2 Performance, Knowledge, and Disposition with Highly Effective (HE), Effective (E), Developing (D), and Ineffective (I).

Curriculum Instruction and Professional Development

New Teacher Evaluation Training 2012-2013

Date	Present	Agenda	Accomplished	Hours
8/6/12	V.Callison J. Torres T. Schrantz R. Cota	Explanation of Pilot Prepare for Admin. Meetings Blue Room 1010	Power Point Agenda	8-11 3 Hours
8/11/12	Rose Cota	Research on New Evaluation		9-10 1 hour
8/9/12	V. Callison J. Torres T. Shrantz R. Cota	HS Admin Meeting Santa Rita	Power Point Presentation Took Questions	8-12 4 hours
8/16/12	V. Callison J. Torres T. Shrantz	Elem. Meeting Santa Rita	Power Point Presentation Took Questions	8-12 4 hours
8/17/12	Dr. Menconi R. Foster V. Callison J. Torres T. Shrantz R. Cota	New Teacher Eval. Meeting at Dr. Menconi's Conference Room	3 Mentors take over New Evaluation Training	11:30-1:30 2 hours
8/18/12	Rose Cota	Polling Teachers and Administrators to Create formative assessment page		9-11 2 Hours
8/22/12	R. Foster J. Torres T. Shrantz R. Cota	New Teacher Eval. Little House	Brainstorming	9-12 3 hours
8/23/12	R. Foster	All Admin Meeting	Introduce 3 Mentors will take over training. Principals received copy of Teacher Standards	8-12 4 hours
8/25/12	Rose Cota	Readings of InTASC		9-12

		Readings of Arizona Framework Readings of Waiver Readings of House Bill		Marana Library 3 Hours
8/27/12	J. Torres R. Cota T. Shrantz	Planning	New Teacher Eval. P.P. Development	10-2 5 Hours
8/30/12	V. Callison T. Shrantz	Middle School Meeting Santa Rita	Power Point Presentation Took Questions	8-12 4 Hours
8/31/12	J. Torres T. Schrantz R. Cota	New Teacher Eval Planning Session 1 Little House	History Law INTASC EvAL. Tool Closure	12-3 3 Hours
9/01/12	Rose Cota	Creating our own Case Study Framework		9:00-10:00 1 hour
9/4/12	J. Torres T. Schrantz R. Cota	Teacher Evaluation Planning		8:30-3:30 7 Hours
9/5/12	Rose Cota	Practice Presenting P.P.		10:00-11:00 pm 1 hour
9/6/12	J. Torres T. Schrantz R. Cota	New Teacher Eval . Training Session 1 High School Admin. Santa Rita	History Law INTASC EvAL. Tool Closure	12:00-4:30 4 ½ Hours
9/12/12	J. Torres R. Cota	New Teacher Eval . Training Planning/Preparing in AM Little House	History Law INTASC EvAL. Tool Closure	9-12 3 Hours
9/12/12	Rose Cota	Practice Presenting P.P.		9:00-10:00 pm 1 Hour
9/13/12	J. Torres	New Teacher Eval . Training	History	7-12

	R. Cota	Session 1 Elem. Admin. Santa Rita	Law INTASC EvAL. Tool Closure	5 Hours
9/14/12 9/15/12	Rose Cota	Answering Elementary Principal Email Questions and phone calls.		50 minutes
9/21/12	J. Torres T. Schrantz R. Cota	New Teacher Evaluation Planning Cragin	Debriefing Proof Reading the Rubric	9-3 6 Hours
9/24/12	R. Foster Julie Torres	Assistant Principals Presentation Pueblo High School	History Law INTASC EvAL. Tool Closure	?
9/27/12	J. Torres T. Schrantz R. Cota	New Teacher Eval . Training Session 1 Middle School Admin. Dodge	History Law INTASC EvAL. Tool Closure	12-4:30 4 ½ Hours
9/28/12	J. Torres T. Schrantz R. Cota	Plan out Session 2 Cragin	Debrief Connection to InTASC /EVAL Closure and Monitor Progress Focus Groups	9-12 3 Hours
10/10/12	J. Torres T. Schrantz R. Cota	Plan out Session 2 Cragin	Debrief Connection to InTASC /EVAL Closure and Monitor Progress Focus Groups	9-12 3 Hours
10/10/12	Rose Cota	Practice Presenting P.P		10:00-10:30 pm

		Session 2		30 minutes
10/11/12	J. Torres T. Schrantz R. Cota	New Teacher Eva. Training Session 2 High School Admin. Palo Verde	Connector Debrief Connection to InTASC /EVAL From EVAL to GROWTH Closure and Monitor Progress Continuum Focus Groups	12:30-4:30 4 Hours
10/15/12	J. Torres T. Schrantz R. Cota	Plan out Session 2 Cragin	Debrief Connection to InTASC /EVAL Closure and Monitor Progress Focus Groups	12-4 4 Hours
10/17/12	J. Torres T. Schrantz R. Cota	Howenstein High School	Sessions 1 and 2	2-5 3 Hours
10/17/12	Rose Cota	Practice Presenting P.P Session 2		10:00-11:00 pm 1 Hour
10/18/12	J. Torres T. Schrantz R. Cota	New Teacher Eva. Training Session 2 Elementary School Admin. Snata Rita	Connector Debrief Connection to InTASC /EVAL From EVAL to GROWTH Closure and Monitor Progress Continuum Focus Groups	7-11 4 Hours
10/18/12	J. Torres T. Schrantz R. Cota	New Teacher Eva. Training Session 2 Middle School Admin. Doolen	Connector Debrief Connection to InTASC /EVAL From EVAL to GROWTH Closure and Monitor Progress	12-4 4 Hours

			Continuum Focus Groups	
10/20/12	Rose Cota	Gathered information of different New teacher evaluations from different school districts. Amphi, Douglas, Sunnyside, and Sahuarita School Districts.		9-10:30 1 ½ hours
10.24.12	J. Torres T. Schrantz R. Cota	New Teacher Evaluation Debriefing Documents	Questions and Answers Teacher Evaluation in 8 Steps	8:30-12:30 4 Hours
10.30.12	J. Torres R. Foster	Session 2 with Assistant Principals	Connector Debrief Connection to InTASC /EVAL From EVAL to GROWTH Closure and Monitor Progress Continuum Focus Groups	
11.5.12	M. Menconi R. Foster M. Shafer V. Callison J. Torres T. Schrantz R. Cota	Debrief and Meeting	Sessions 1 and 2	11-2 3 Hours
11.7.12	J. Torres T. Schrantz R. Cota	Project More	Session 1	1-3 2 Hours
11/27/12	Rose Cota	Go over session two P.P. and prepare for presentation		9:30-11:00 pm 1 ½ Hour

11.27.12	Richard Foster Rose Cota Tanya Schrantz	Teacher Evaluation Committee ,TEA and Eoline Cary		Power Point Debriefing
11.28.12	J. Torres T. Schrantz R. Cota	Project More	Session 2	1-3 2 Hours
12.3.12	R. Cota J. Torres T. Schrantz	Planning for Focus Groups		9-1:00 pm
12.5.12	R.Cota	Reading of ADE New Evaluation		1 Hour
12.13.12	R. Foster R. Cota J. Torres T. Schrantz	New Teacher Evaluations From State and Districts		8:30-3:30
12.19.12	R. Foster R. Cota J. Torres T. Schrantz	New Teacher Evaluations From State and Districts		8:30-11:30
	Rose Cota		Total Hours for Planning Outside Contact Hours	15 ½ Hours
Spring Time Planning				
12.3.12	J. Torres T. Schrantz R. Cota	New Teacher Evaluation Focus Group Planning	Development and Planning	9-1 4 Hours
1.28.13	J. Torres T. Schrantz R. Cota	New Teacher Evaluation Focus Group		
1.29.13	J. Torres T. Schrantz R. Cota	New Teacher Evaluation Focus Group		
2.7.13	J. Torres	New Teacher Evaluation		

	T. Schrantz R. Cota	Focus Group		
2.12.13	J. Torres T. Schrantz R. Cota	New Teacher Evaluation Focus Group		
2.19.13	J. Torres T. Schrantz R. Cota	New Teacher Evaluation Focus Group		
3.4.13	J. Torres T. Schrantz R. Cota	New Teacher Evaluation Focus Group		
3.13.13	J. Torres T. Schrantz R. Cota	New Teacher Evaluation Focus Group		
3.20.13	J. Torres T. Schrantz R. Cota	New Teacher Evaluation Focus Group		
		Take it to the Board		

Teacher Evaluation Standards Training Feedback by Group

These comments are not edited taken directly from the index cards submitted by participants

Elementary School Principals, October 18, 2012

Prompt: How will you use the information you have explored today in your practice?

93% Positive Feedback

1. Taking the book and studying the format to make sense of the 3 areas-disposition, performance & knowledge
2. The Standards Continuum Guide for Reflective Teaching Practice is wonderful. It'll help me (us) with common language as we maneuver through standards and new eval
3. I would like to copy down (condense) these questions for better access to use these questions when in a conference.
4. Info used as a tool to monitor my approach and direction of the conversation with teachers. Monitor the visual clues given by the teacher to guide the conversation rather to address the specific issues of the lesson.
5. I will be thoughtful about what open ended questions I ask.
6. I found the role play and practice of asking questions very helpful. It is my intent to read the Standards Curriculum Guide for Reflective Teaching Practice (very helpful). This is a tool I will be using while preparing for teacher conferences and discussions. Thanks!
7. Use of info from today will help support my further conversations with teachers. As always work and listening to fellow principals is the key to see if I'm understanding the purpose of lesson learned for myself, but also how it can help me with teachers. My feeling is our Eval should be what the AZK12 Center has produced.
8. I will use the guide to develop game plans for conferences with teachers.
9. I will be more cognizant of how I'm conducting my post-observation conference with all my teachers. I will be more detailed according to the Standards Continuum Guide ☺.
10. Getting to know the standards, Practice the questions, taking the time to really focus on the lesson and making the connection with toll and standards.
11. Spend more time learning more about the instrument and standards. Reflect and prepare more for conversations with teachers.
12. I will use the information to become more reflective and more open to guide teachers based on what the teacher needs.
13. Today made me aware of the fact that I need to spend more time learning and become acquainted with the InTASC Standards. I do not want to look like an idiot in front of my teachers!
14. I will study/review the reflective prompts so I can develop effective questions, I will use that to promote thinking and teacher ownership when conferencing.

15. I will use the information I explored today by being mindful of the approach, being prepared with reflective questions and allowing teachers to explore the instrument. I will have to make a point to go through and completely read through the standards curriculum guide. This will assist in leading teachers through the material.

16. Will use reflective prompts to engage in conversation with teachers in pre or post conferences, Like the Charts, the prompts for other PD reflections and like the case study tool in examining teacher practice.

17. I recognize the importance of asking open-ended questions as prescribed by the standards, as it allows for the ability of active reasoning and critical thinking, which translates to effective teaching.

18. Cognitive Coaching and the material used today will be used in future teacher session.

19. I will use this information in many different ways: Inform the teachers of different resources (Teaching Standards), demonstrate expectations using the teacher standards and use the Pilot Evaluation tool as a learning mechanism to improve my knowledge base

20. Enrich instructional discussions and use framework and focus of the discussions

21. I will make a concerted effort to re-hone my skills regarding coaching. I will revisit Wellman's techniques regarding sliding along that continuum of coaching, consulting and directing

22. I will use coaching and prompts found n the Standards Continuum Guide to guide my conversations. I will ask open ended questions during my conversations.

23. I need to prepare conference questions before the conference. Be sure to state questions with positive presuppositions and be open-ended.

24. I will use the Standards Continuum Guide to develop structure for CEI's. I see the connection to supporting teachers, but I still do not understand the new eval.

25. I have not been coaching to the extent I need to, today motivated me to coach more. I need to really concentrate on familiarizing myself with standards.

26. Teach myself more, work with teachers to all be smarter about the InTASC and rubric.

27. I need to learn the standards.

28. Take time to read the AZK12 book, write some questions before a post conference, use the book with 2 copies so the teacher and I can look together at next steps.

29. To order the continuum for each teacher

30. Determining a specific focus (standards) for a teacher to work on.

31. I really appreciate the sample prompts; I will use it to guide my post conference.

32. Become more familiar with InTASC, standards and the rubric. As I observe I will incorporate these concepts.

33. Today's information has added to my tools t use with teachers during our conference periods; restating my questions, zeroing in on teachers' disposition and becoming more reflective with my prompts.

34. For me, and opportunity to revisit coaching skills is always a positive. I plan to explore how the guide can help me with reflective questions and take another look at my approach to focus and target post-observation conversations.

35. I will be more focused when I conduct my post-observation conference by focusing on a specific standard. I will be open-minded during our conversation in regard to what the teacher is focusing on.

36. Use the Standards Continuum Guide for Reflective Teaching Practice to develop insightful prompts which will lead to meaning full discussion of teacher strengths/needs and student strengths/needs.

37. As we get more into the new eval instrument I for myself seem to have fewer answers for my old questions and more new questions. My biggest concern is time, I used to coach effectively so to coach and eval and do the rubric…..wow!

38. I will use it by learning the InTASC teaching standards more in-depth, along with gaining a more detailed understanding of the elements of the Teacher Evaluation Tool Rubric.

39. I will have data talks with all teachers next week and will be able to apply this practice with one of my identified teachers *specifically standard 2B-C

40. I will use the handout given today to help align the scripting/coding to the standards, because they do not. Wording of questions is critical!

41. Of course, I'll use this to better illicit teacher responses that better equip a teacher to return to the classroom knowing their "next steps" and how to get there.

42. Will utilize Continuum Guide to promote self-reflection.

43. This exercise today will help me focus my conversation with a teacher using the standards.

44. I will share the additional handouts and the booklet with the staff.

45. Will read the Standards Continuum and reflect with other principals on to best in-service my teachers

46. I will definitely use the cognitive coaching process as a way to incorporate the standards.

47. Read the standards thoroughly, develop general questions for each standards, practice using these with pilot teachers and refine questioning

48. I will immerse myself in the standards and tie them into the evaluation instrument.

49. We have teachers (and me) who are working on differentiation on our PGYPs. I am going to use the standard 8 prompts as guiding questions in ongoing conversations and journal reflection (part of their plans).

50. Share the handouts & Read the Standards Continuum Guide to become more aware

51. To return to more cognitive coaching dialogues than I've been using over the years, this skill has gone a little to the wayside.

52. Use the prompts to help with questioning teachers and use questioning to provoke teacher reflection.

53. I will use the information with new teachers in helping them grow. With experienced teachers, I am more direct; with resistant teachers I am also more direct.

54. It gave me a lot to think about and I'm unsure how to use it because I'm not any clearer about the use of the tool. I am also unclear about how the Cognitive Coaching piece fits into the evaluation piece. I value coaching but it seems to serve a different purpose than a post observation conference.

55. I particularly benefited from the conversations that I had with colleagues. I was encouraged that I wasn't the only principal that was waiting for additional information/training/tools on the

pilot instrument. My conversation with my teachers will be productive and I just feel more confidant of the process.

56. I will inform myself better on the rubric, standards and the handout to use as a guide. I still need to see the pilot on-line. I have not received it on email. We are still confused about how to assign A's and B's to the pilot. How many A's/B's per school?

57. I will incorporate into my observations as well as my dialogue sessions with my teachers. The conversations with my colleagues gave me greater _____on how to approach the dialogue sessions. (could not read the word)

58. Coaching-open- ended questions. The Standards Continuum Guide for Reflective Teaching Practice could be of great use-format is better than all the other handouts.

59. Using the book, I will review and ask some of the prompts. I will have to get the Teacher Evaluation tool as I didn't see the email from Richard Foster and Print it. I used the walk-through which I found on my email as well as a CEI for my observation yesterday but will now use the correct tool!

60. I will increase the focus of my discussions with my teachers on the InTASC Standards and will use the continuum as a resource.

61. I will go through the InTASC Standards and correct the pilot rubric.

62. I need to become more familiar with the InTASC Standards. Having the book, Standards Continuum Guide for Reflective Teaching Practice will help. Why aren't we just using the Standards Continuum Guide for Reflective Teaching Practice? Today's training gave some help but I still feel unsure about using the rubric scoring.

63. I will use the idea of affording my teachers to self-asses their practice and determining their placement on the continuum of Core Teaching Standards. Dialogue to center on teacher and evaluator perspectives of placement on the rubric and determining next actions to move towards the "ideal" placement on the continuum.

64. I will use the information only about conversations with pilot teacher. The role play was not as helpful in the sense; if you have strong teachers "rock stars" the conversation would be very different. The rubric that TUSD has (with check boxes) is truly the best to use since the InTASC is not aligned to it.

65. Maybe I misunderstood, but I thought today was supposed to focus on the scoring of the new rubric. Although the conversation piece and the prompts especially were meaningful, I feel like I only understand half of the new eval and I was looking forward to being able to understand all of it by the end of today. When will be reviewing the scoring and discussing parts we don't understand?

66. Unfortunately I'm disappointed in today's training on "Coaching". We have had this training through Mentoring Matters, Skillful Teacher and EEI. What I thought we'd get is the nuts & bolts of the new instrument rubrics and scoring. Today did not teach me anything to help with this pilot. I will have to go back & spend that weekend to train myself. The book should be helpful. Why didn't we just use the book as the rubric-why something different?

67. I found this to not be helpful at all. I am well versed in Cognitive Coaching, we had training last year on EEI Coaching specific to observations. The disconnect here s that coaching and evaluating may not be the same. Coaching focuses on perceived needs of the learner. The

evaluator may see a different focus that needs to be addressed. I don't understand why we are using the instrument that we created as a district that has so many errors. Why aren't we using the Standards Continuum Guide or why aren't we using a commercial eval program? I expected today to help me be more effective with using our new instrument. I do not feel any more versed in this instrument that we are required to pilot. It would have been more helpful to have a written case study or video and then a focus on how the would be finalized on this instrument.

Middle School Principals, October 18, 2012

Prompt: How will you use the information you have explored today in your practice?

100% Positive Feedback

1. I will continue to familiarize myself with the InTASC Standards and begin having conversation with teachers-will look at ordering for teachers.
2. Form a Parallel growth between teacher and principal. A mutual way to grow together.
3. This will help in coaching situations with post observations. Purchase book and have teachers work with another to self-assess and reflection.
4. Connect to work I do (district-level) to support schools. Inform staff of the standards and connection to their work.
5. Become very familiar with standards and able to fluidly use them in conversations with teachers. Be reflective in my own practice-ISLLC. Thank you ☺
6. Need to know the standards well in order to apply the one to teacher evaluation. Need example scenarios of this.
7. I plan to use this information to learn more about the standards, develop PD sessions and teach them to my teachers. I also plan to do a better job incorporating this into daily practice.
8. Continuum guide to expose reluctant teachers to standards
9. I am going to practice using the prompts during my Post-Conferences.
10. I will continue to use cognitive coaching with teachers, but the resources have provided some good sentence starters and entry points.
11. Review guide for reflective questions. Use resistance strategies for dysfunctional teams.
12. First I need to take the standards and really internalize before being comfortable with applying during teacher evaluation, will try the prompts
13. Practice coaching strategies modeled today. InTASC standards book will become my next best friend
14. Will use all information today with Pilot teachers! Very useful. A long way to go!
15. Good suggestions/strategies for all interactions with teachers. Thanks
16. Discuss with assistant principals, discuss with curriculum specialists and with my 4 teachers I have in the pilot program I can practice with them since it is a learning process for all of us.
17. I will use much of this with my evaluations. Thank you

High School Principals, October 11, 2012

Prompt: How will you use the information you have explored today in your practice?

78% Positive Feedback

1. Planning to use: The Continuum Guide (Thank you!) and Indicators of Resourcefulness. Comment (unsolicited!): We are very lucky to have the 3 of you training us; your knowledge and skills are phenomenal!
2. Continue the clarification of standards
3. At a small school, many of our teachers take on multiple/jobs. Division of their time impedes upon the Locus of Control.
4. Get started. We are learning together so it doesn't have to be perfect. We will learn things together. Focus on 1 or 2 parts-don't overwhelm. Commit to sacred time in classrooms. Commit to 15 minute conferences weekly with each teacher.
5. Coaching teachers about low resourcefulness. Process and discipline in the content standards.
6. Use the InTASC standards giving teachers purpose of it and the expectations. Copies/PD on the evaluation instrument. You must give support and understanding.
7. I like the sequence of questions you asked us to answer. I think if will help me to post conference with my teachers and set goals with them. I would have liked to see outcomes that were less vague. Thank you, very helpful
8. What we need is training on the Leader Evaluation Instrument. This presentation was not helpful to me as an experienced principal. I also do not enjoy the dancing..as you can tell by my resistance strategies.
9. I think the main message I get from the training we've had today is that this evaluation document looks scary and daunting at first, but it really is not. The way I will "sell it" to teachers (at least the 67%) as a way to engage in collaborative and constructive dialogue that can't happen as well with the current instrument.

Howenstine Teachers, October 17, 2012

Prompt: How did this help you today?

79% Positive Feedback

1. Helped me re-focus on my personal teaching strengths/areas of need; focus on my professional goals and what I have done in the past to be a better teacher. This PD is what should be happening much more often to give us time to reflect on our practice and get feedback from peers and administrators to improve teaching and learning.
2. I was able to understand the origin of the evaluation instrument, how it was developed, how it will be used and how it can improve my skills as a teacher.
3. This was helpful for teachers to know how they are getting evaluated. Presenting the teacher eval tool and explain this is what principals will check off on. The link to the InTASC Standards is helpful as we move toward this I hope the office of Professional Development will put on another symposium as they did in the summer of 2012. All of the good content can only grow teachers.

4. The dark haired presenter was absolutely the most engaging PD person we have had at Howenstine! While info could be boring at times, surprisingly she kept me engaged!

5. I understand how the new evaluation will look and again realize how there will always be shortcomings. It is nice to be with my peers talking about things. I find I am not alone in my thoughts and that in itself is very helpful!

6. This workshop was very helpful in helping me to continue to develop a deeper understanding of how I can improve and refine my thinking and planning curriculum.

7. It helped me realize I must really fine tune my profession in every area if I am to be successful in the eyes of the district.

8. Made me aware of the new evaluation instrument for our school, how to use it as an instrument for us to be reflective on our practice so that we can grow and improve as educators and be effective in our craft.

9. Increased my intrinsic motivation. Nice hand-on approach to covering the standards. Allowing for movement to keep us alert and not numb from sitting. Covering sources (the why we are doing this).

10. It was good to see and understand the new evaluation tool. This way, I know exactly what I am being evaluated on and what it should look like. It was good to get to move around and share with fellow teachers. I also liked being able to reflect on my own teaching and see what I can work on for the future. Thank you!

11. The examining practice was most helpful because it allowed for reflection of strengths and weaknesses. Admitting weaknesses in TUSD is difficult because they are used against you. Since the reflection remains with us it doesn't become another tool for abuse and demoralization.

12. The standards were interesting and connecting them to the upcoming assessments way positive, though problematic. I have a rather large sense of dread about the whole process a bit more so than when this started. But to some extent this is a useful step. See in all I expect to get criticized for various things ____ _____ forward helps (could not read handwriting).

13. I understand the standards for evaluation. I was helped by a variety of learning strategies. I remain concerned that my principals does not have time for this.

14. It didn't. Extremely embellished content. Required participation-people are tired. La Bamba yourself.

Assistant Principals AM Session, October 30, 2012

Prompt: How will you use the information you have explored today in your practice?

100% Positive Feedback

1. The info learned today will help me select questions aligned with the new eval tool to guide our discussions on teaching & best practices.

2. I will work more collaboratively to address areas where I feel I'm developing. Could not read the rest of the handwriting.

3. Begin to bridge the gap between EEI standard/training and the ISLLC standards/training. Some ideas of both models blend very well; others not so much.

4. To advocate for teachers, to apply support & questions to assist teachers self-evaluation and to reflect on my progress and development.

5. This was a <u>very</u> helpful session. I appreciate Julie's expertise and also the rare opportunity to discuss with my peers the challenges of the new eval instrument, as well as the nuts & bolts issues about implementation at out sites.

6. I will use the resource book to add questions for engaging discussions about learning with teachers.

7. For every teacher on my evaluation case-load, I am having them select 2 areas from the Standards Continuum Guide and I am selecting one area from the guide. The teacher has 3 areas. We are embedding Cognitive Coaching and proving coaching supports teachers and evaluator supports to familiarize the teacher with where we are going. (Grammar was very choppy)

8. I feel more comfortable in talking with my teacher, looking at data and how she will use it.

9. Through communication, goal planning and assessment with each one of my teachers and departments.

10. I will use the connection between the evaluation tool, the standards guide and indicators of resourcefulness to guide discussion. Coaching and PD for not only pilot teachers but all teachers.

11. I will use this information and share with my teachers what was learned today so we are all on the same page & so I can develop a positive relationship with the teachers I have.

12. I will begin to increase my understanding and knowledge of the Guide for Reflective Teaching Continuum to improve teacher supervision.

13. The information attained today helps encourage me to somehow make more time to be available in the classrooms. Having ongoing conversations with teachers regarding instruction, curriculum and best practices promote a positive feeling/tone throughout the building.

14. Increase "Coaching" opportunities with all teachers, not just during Post-Observations. Utilize Reflective Teaching Handbook.

15. This training is taking us in the correct direction of using the standards. I need and will focus more time on doing effective evaluations and post conferences.

16. Preparing for post-conferences by choosing some of the leading questions as focal points for discussion.

17. The information clearly shows that this tool will be used to improve and show growth. Although it may be never ending with all the standards, I will communicate that we are all experiencing the same things.

Assistant Principals PM Session, October 30, 2012

Prompt: How will you use the information you have explored today in your practice?

100% Positive Feedback

1. I will use the Standards Continuum Guide to help lead the post conference & coaching sessions.

2. I will try to use/apply questions from the book during conferencing. Focus on a standard.

3. Will use Cognitive Coaching strategies along with Continuum Guide in <u>all </u>eval conferences. How about a voluntary admin study group to work together to gain deeper understanding of the standards and the PD that will be necessary for teachers?

4. Great PD-Excellent ways to keep us engaged. We are all expected to participate. Clear, Knowledgeable and effective. Thanks for respecting our time.

5. Information was very helpful, but need more time with document.

6. I would like to continue having the conversation with the teachers who are participating in this pilot.

7. Great reminders of what we need to do. I have a very tough post conference coming up-this gave me starters to help me identify the needs of the teacher. Excellent Presentation-Thanks to Both!

8. Thank you for the information, and the book. Needed more resources.

9. Conversation are more focused in targeting areas of improvement for teachers.

10. I will use it as crosswalk and guide to better inform teacher performances and my evaluations.

11. I plan to incorporate some o the more critical InTASC prompts, and to utilize the pre-supposition approach to diminish the anxiety level during pre & post conferences.

12. The information is not only resourceful for the ongoing process of the pilot evaluation development, but has also served useful for my own professional growth and understanding of teachers and admin relationships. Great Sources! Thank you Both ☺.

13. Use resources for providing information to teachers, remember to consider low resourcefulness as barrier and ways to remove & well organized PD and thank you for providing time for dialogue & discussion.

14. How I may use the questions for my post conferences to have more meaningful dialogue on lessons and ways to improve instruction.

15. First I need to study the standards in more detail I need to become an expert very quickly if I'm going to be an effective resource for my teachers. Practice my questioning techniques. Become an effective Cognitive Coach.

Project MORE Session 1, November 7, 2012

Prompt: How did this help you today?

100%Positive Feedback

1. I realized that a lot goes into the profession of teaching. It will be necessary to become familiar with low evals and what the best way to prepare for them maybe.

2. Interactivity was good. I feel clearer on the eval process.

3. Too short-need more time to process because its new/involved, but good

4. I appreciated the chance to study the standards

5. I can easily make these points. Much clearer point breakdown

6. To improve my understanding about the Teacher Evaluation Tools. More interaction about the pieces Common Standards-Curriculum Evaluation

7. I have spent the whole day dealing with both quantitative and qualitative evaluations-seems fitting

8. This helped me understand the new evaluation InTASC Standards and clarified the time frame and differentiated from the SIG…Thanks

Project MORE Session 2, November 28, 2012

Prompt: How did this help you today?

100% Positive Feedback

1. I liked the way the information was organized-to walk through "Plan for Growth". I also liked listening to other's opinions and ideas.

2. When I RELAX, PD's are much more palatable. My colleagues are amazing. I'm grateful for their honesty and insight. Thanks!

3. My colleagues helped me reflect on my practice of teaching. The activities (1-8 squares) helped me to focus my attention. The InTASC helped me to use the correct wording and thinking used by the state. Kind of like the district moving to EEI from other terminology.

4. Review of the InTASC standards invoke useful reflections. Worksheet served its purpose well and was reflective. The conga line, while intriguing was a perceived waste of time. Energy can be infused into Professional Development in other professional ways.

5. I learned/relearned how valuable it is to look @ content from a different angle…a different question…a different activity.

6. I need to be reflective in my teaching practice. Not be satisfied with being in one spot but constantly trying to improve my content knowledge and pedagogy.

7. This PD helped me in terms of acknowledging what I have recently decided. I need to focus on organization since I am no longer split between two schools. First time working with InTASC and it makes good sense to me. Glad to have a copy.

8. By sitting in I learn more of the learning/teaching lexicon and strategies, ways to motivate students to do their work and focus in the library and I get to know the faculty better and feel like a part of the school in a more integrated way.

94% Positive Feedback all Groups Combined

ALEKS Training (Site Coordinators)

Tucson Unified School District

February 6, 2013
8:30-12:00 8:00-11:30 am

AGENDA

8:30-8:40   **WELCOME**
- Housekeeping
- Objectives

8:40-8:55   **ATI Data & ALEKS**
- Juliet King

8:55-10:15   **Supporting and Coaching Teachers**
- Define It
- Current Practice as Data Coach/Instructional Specialist
- Best Practices in Math and with ALEKS Math? Planning, delivery, etc…
- Monitoring teacher/class usage to ensure consistency and fidelity
- Checklist, look-fors/drop-ins to see students engaged with ALEKS
- Grading
- Needs and Next Steps

10:15-10:25   **Break**

10:25-11:50   **Site Coordinator ALEKS Overview**
- Specific Questions
- Overview
- Web Resources

11:50-12:00   **Closure**
- Reflections
- Evaluation

ALEKS Training (Teachers)
Tucson Unified School District

February 6, 2013
1:30-5:00 1:00- 4:30 pm

AGENDA

1:30-1:40   **WELCOME**
- Housekeeping
- Objectives

1:40-1:55   **ATI Data & ALEKS**
- Juliet King

1:55-2:50   **Consistency & Best Practice with ALEKS**
- What do you like about ALEKS and what's being done that works?
- What are the challenges? Remedies? Reluctant learners?
- Consistency with ALEKS
- Best Practices in Math and with ALEKS Math? Planning, delivery, etc…
- Grading and Incentives
- Needs & Next Steps

2:50-3:00   **Break**

3:00-4:50   **Teacher ALEKS Overview**
- Specific Questions
- Overview
- Web Resources

4:50-5:00   **Closure**
- Reflections
- Evaluation

WELCOME TO

TUSD ALEKS®

Professional Development Training

to support Math Achievement

February 6, 2013

8:30-8:40   **WELCOME**
Housekeeping
Objectives

8:40-8:55   **ATI Data & ALEKS**
Juliet King

8:55-10:15   **Supporting and Coaching Teachers**
Define It
Current Practice as Data Coach/Instructional Specialist
Best Practices in Math and with ALEKS Math?   Planning, delivery, etc…
Monitoring teacher/class usage to ensure consistency and fidelity
Checklist, look-fors /drop-ins to see students engaged with ALEKS
Grading
Needs and Next Steps

10:15-10:25   **Break**

10:25-11:50   **Site Coordinator ALEKS Overview**
Specific Questions
Overview
Web Resources

11:50-12:00   **Closure**
Reflections
Evaluation

TUSD_002809

By the end of this session, participants will be able to...

- successfully use ALEKS resources in Math RTI classes to ensure that consistency and fidelity is met and students make positive math mastery gains as measured by variety of assessments.

Matched ALEKS to ATI Data

Report

school	Total # of students - ATI	Matched ALEKS sample - # of students	average change in raw score - ATI	average change in raw score for ALEKS	Average change in percent correct - ATI	average change in percent correct - ALEKS	# of ALEKS students that moved to mastery
Carson	286	42	3.10	2.93	4.43	4.21	2
Doolen	271	14	5.41	1.20	7.68	1.70	1
Gridley	272	20	8.66	7.00	12.47	10.00	3
Hohokam	188	24	3.31	2.88	4.98	4.08	1
Magee	242	34	2.60	0.20	3.62	0.30	0
Mansfeld	346	33	4.99	5.42	6.82	7.82	3
Maxwell	157	28	4.21	4.61	6.01	6.57	1
Secrist	174	31	2.28	1.61	3.31	2.35	3
Vail	224	20	2.68	3.20	3.85	4.55	2

_____

Notes:

students needed to be in system for several months

ATI sample is those who showed no mastery on pre

Scenarios for practice

Are students…

• appropriately placed?   *15/85*

• making progress?   *Time/topic, MASTERY*

• appropriately monitored? What tools are being used to do this?

(Student Id)	Total time in this class (hrs)	Last login	Last assessment	Reason	Course Mastery Show: Percent / Topics Assessment performance	Topics learned since last assessment	Hours in ALEKS since last assessment	Topics learned per hour since last assessment
...ca	14.9	02/05/2013	01/29/2013	Progress Assessment	25 +5 %	11	1.9	5.8
			12/12/2012	Periodic Assessment	19 +9 %	20	5.1	3.9
...niel	29.8	02/05/2013	01/23/2013	Progress Assessment	29 +8 %	19	4.6	4.2
			12/13/2012	Progress Assessment	29 +8 %	20	8.2	2.4
			11/19/2012	Progress Assessment	21 +9 %	20	8.1	2.5
...ani	26.2	02/05/2013	01/29/2013	Progress Assessment	31 +10 %	24	2.5	9.4
			01/11/2013	Progress Assessment	30 +11 %	26	5.0	5.2
			12/11/2012	Progress Assessment	25 +10 %	25	5.3	4.7
			11/13/2012	Progress Assessment	26 +9 %	20	7.2	2.8
...lestina	15.6	01/10/2013	01/08/2013	Progress Assessment	24 +3 %	6	-	-
			11/21/2012	Progress Assessment	20 +8 %	20	7.8	2.6
...esis	24.7	02/05/2013	01/23/2013	Progress Assessment	32 +3 %	6	2.0	3.0
			12/11/2012	Login Time Assessment	23 +9 %	20	7.1	2.8
...ely	20.1	02/05/2013	01/22/2013	Progress Assessment	8 +11 %	26	2.7	9.5
			12/17/2012	Progress Assessment	11 +11 %	26	5.0	5.2
			11/29/2012	Progress Assessment	7 +15 %	35	5.0	7.0
...cruz,	25.1	02/05/2013	01/28/2013	Progress Assessment	28 +7 %	16	3.1	5.2
			12/18/2012	Progress Assessment	24 +8 %	20	6.9	2.9
			11/19/2012	Progress Assessment	18 +9 %	20	8.1	2.5

Learning data since last assessment

3

Number of Students: 9   Logged-in Students: 0

n the student name to view a detailed report.   Refresh Report
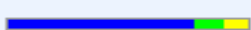
Send Message to Selected Students ⓐ

Name ▽ (gin|Student Id)	Total time in this class (hrs) [?]	Last login	Total Time (for date range) [?]	Time Log (Number of topics mastered / Number of topics practiced)						
				Wed 01/30	Thu 01/31	Fri 02/01	Sat 02/02	Sun 02/03	Mon 02/04	Tue 02/05
edo, Angel	11h 56m	02/05/2013	3h 03m (7/24)	26m (0/2)	39m (0/4)	37m (3/9)	-	-	41m (2/3)	40m (2/6)
ilon, Camerina	23h 14m	02/05/2013	3h 23m (13/20)	35m (2/4)	35m (0/0)	49m (8/10)	-	-	46m (2/3)	38m (1/3)
stro, riaElena	22h 52m	02/04/2013	1h 59m (2/17)	-	25m (0/3)	47m (2/8)	-	-	46m (0/6)	
dero, Brianna	13h 20m	02/05/2013	1h 44m (2/9)	26m (1/2)	-	26m (1/2)	-	-	23m (0/3)	30m (0/2)
Elroy, Daniel	20h 09m	02/05/2013	1h 53m (0/6)	24m (0/0)	8m (0/0)	22m (0/3)	-	-	19m (0/0)	39m (0/3)
rez, Andrea	26h 00m	02/05/2013	3h 21m (5/17)	34m (0/6)	31m (1/2)	47m (1/3)	-	-	47m (2/4)	42m (1/2)
yes, Brian	25h 35m	02/05/2013	2h 56m (4/12)	17m (2/3)	42m (0/2)	45m (2/4)	-	-	31m (0/2)	41m (0/1)
ead, Gabriel	20h 50m	02/05/2013	1h 56m (0/6)	31m (0/1)	43m (0/1)	10m (0/1)	-	-	-	32m (0/3)
las, Anthony	9h 52m	01/08/2013	-	-	-	-	-	-	-	-

Message to Selected Students ⓘ

(Student Id)	Total time in this class (hrs)	Last login	Last assessment	Reason	Assessment performance		grade	Learning data since last assessment		
					Course Mastery Show: Percent / Topics			Topics learned since last assessment	Hours in ALEKS since last assessment	Topics learned per hour since last assessment
Maritza	0.0	09/04/2012	-				-	-	-	-
Maritza	5.3	02/04/2013	02/04/2013	C Requested Assessment 4	46 +2 %		G	5	-	-
			01/25/2013	P Requested Assessment 3	39 +3 %		G	8	1.2	6.6
			01/09/2013	P Requested Assessment 1	32 +7 %		G	17	2.1	8.1
nathan	2.7	02/04/2013	02/04/2013	C Requested Assessment 4	•		-	0	-	-
			01/25/2013	P Requested Assessment 3	30 +3 %		G	7	1.1	6.4
ergio	0.0	09/04/2012	-				-	-	-	-
ergio	4.8	02/04/2013	02/04/2013	C Requested Assessment 4	•		-	0	-	-
			01/09/2013	P Requested Assessment 1	39 %		G	0	-	-
lomar,	0.0	09/04/2012	-				-	-	-	-
lomar,	7.0	02/04/2013	02/04/2013	C Requested Assessment 4	72 +1 %		B	1	-	-
			01/09/2013	P Requested Assessment 1	60 +6 %		B	13	4.1	3.2
xavier	0.0	09/04/2012	-				-	-	-	-
xavier	2.3	02/04/2013	02/04/2013	C Requested Assessment 4	42 %		G	0	-	-
			01/25/2013	P Requested Assessment 3	28 %		G	1	-	-
Derrick	0.0	09/04/2012	-				-	-	-	-
Derrick	4.0	02/04/2013	02/04/2013	C Requested Assessment 4	•		-	0	-	-
			01/25/2013	P Requested Assessment 3	39 +15 %		G	32	2.7	11.9
Antae	3.0	02/04/2013	02/04/2013	C Requested Assessment 4	44 %		G	0	-	-
			01/28/2013	Initial Assessment	34 +2 %			3	1.1	2.6

(Student Id)	Total time in this class (hrs)	Last login	Last assessment	Reason	Assessment performance Course Mastery Show: Percent / Topics	Topics learned since last assessment	Hours in ALEKS since last assessment	Topics learned per hour since last assessment
Dylan	18.6	02/05/2013	01/31/2013	Progress Assessment	77 +8 %	16	2.0	7.9
			01/09/2013	Progress Assessment	74 +11 %	20	7.3	2.7
			11/26/2012	P Progress Assessment 11/26/12 (at School)	65 +13 %	23	5.0	4.6
			11/14/2012	Class Changed	55 +16 %	29	2.9	9.9
, Savanna	15.3	02/05/2013	01/30/2013	Progress Assessment	78 +5 %	10	1.4	7.2
			01/14/2013	Progress Assessment	67 +13 %	24	5.2	4.6
			11/26/2012	P Progress Assessment 11/26/12 (at School)	60 +12 %	22	5.0	4.4
			11/19/2012	Class Changed	59 +3 %	7	2.0	3.5
erena	1.6	02/05/2013	02/01/2013	P Progress Assessment 11/26/12	20 +7 %	14	1.4	10.0
, Joelle	22.4	02/05/2013	01/23/2013	Progress Assessment	77 +12 %	21	4.5	4.7
			01/09/2013	Progress Assessment	69 +13 %	23	5.0	4.6
			11/26/2012	P Progress Assessment 11/26/12 (at School)	63 +11 %	20	5.0	4.0
			11/07/2012	Class Changed	59 +9 %	18	5.5	3.3
andon	21.6	02/05/2013	02/05/2013	Progress Assessment	76 +4 %	8	-	-
			01/16/2013	Progress Assessment	66 +16 %	29	5.0	5.8
			11/26/2012	P Progress Assessment 11/26/12 (at School)	64 +11 %	20	6.8	3.0
			11/05/2012	P Progress Assessment 11/05/12	61 +10 %	19	3.9	4.9

Progress monitoring and support

- ***How should coordinators support teachers and classes?***

   With elbow partner to your left, discuss and be prepared to share out…

Math Mastery…

Geometry

Decimals   Fractions
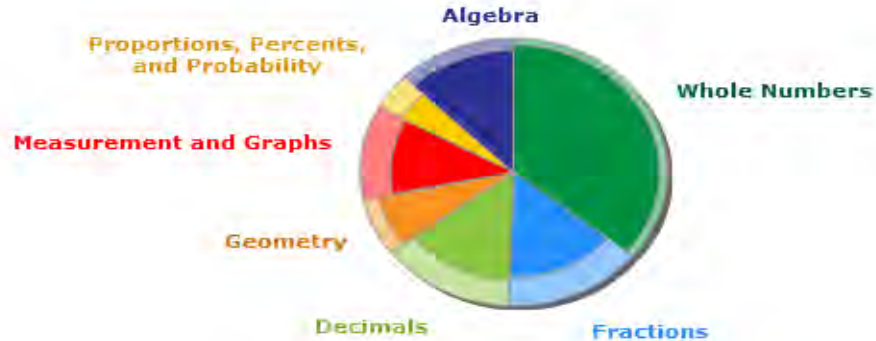
ALEKS Table of Contents

View Course Content by ALEKS Table of Contents
NOTE: The Mastered and Not Mastered columns add up to 100%.

View all topics / Hide all topics ⑦

Whole Numbers

93% Mastered

Fractions

70% Mastered

	Mastered	Not Mastered	Ready To Learn
Equivalent Fractions (89% Mastered)			
Introduction to fractions	100%	0%	0%
Equivalent fractions	86%	14%	7%
Introduction to simplifying a fraction	93%	7%	0%
Simplifying a fraction	79%	21%	14%

3 students out of 14 (21%) have not mastered this topic.   ⊠

- Brei, Serena
- Pham, Andy   Send message to these students
- Smith, Ariel

Ordering and Plotting Fractions (74% Mastered)

	Mastered	Not Mastered	Ready To Learn
Ordering fractions with same denominator	100%	0%	0%
Ordering fractions with same numerator	79%	21%	14%
Ordering fractions	43%	57%	29%
Fractional position on a number line	86%	14%	7%
Plotting fractions on a number line	64%	36%	14%

Operations with Fractions (68% Mastered)

TUSD_002819

	Mastered	Not Mastered	Ready To Learn
Addition or subtraction of fractions with the same denominator	100%	0%	0%

Number of Students: 1   Logged-in Students: 0

ntervention Math	**All Results** ⑦

📧 Send Message to Selected Students ⑦

Name ▽ (Login|Student Id)	Total time in ALEKS (hrs)	Last login	Last assessment	Reason	Assessment performance Course Mastery Show: Percent / Topics	Learning data since last assessment		
						Topics learned since last assessment	Hours in ALEKS since last assessment	Topics learned per hour since last assessment
Duran, Sonia	33.5	02/05/2013	**Intervention Math (Current Class)** ⓘ					
			02/04/2013	Initial Assessment	28 +2 %	3	-	-
			Middle School Math Course 1 / 6th Grade Math Int. ⓘ					
			01/24/2013	Comprehensive Assessment 2	5 +2 %	8	1.1	7.0
			MS RtI Tier 3 / Math Int._P.6 ⓘ					
			01/17/2013	Goal Completion Assessment	87 +13 %	14	1.8	7.6
			12/19/2012	Requested Assessment 1 (at School)	85 +15 %	16	3.9	4.1
			12/17/2012	End of Semester Assessment (at School)	82 +9 %	9	1.1	8.1
			12/04/2012	Progress Assessment	78 +15 %	17	3.8	4.5
			11/16/2012	Progress Assessment	50 +33 %	35	5.1	6.9

Name ▽ (Login|Student Id)	Total time in ALEKS (hrs)	Last login	Last assessment	Reason	Course Mastery Show: Percent / Topics Assessment performance	Topics learned since last assessment	Hours in ALEKS since last assessment	Topics learned per hour since last assessment
						Learning data since last assessment		

📧 Send Message to Selected Students ⑦

Legend: Assessment (▬▬), progress in learning mode (▬▬), still to learn (▬▬) , assessment not completed (▭▭)

Review monitoring tools

- Appropriate placement
- Measuring progress and sustaining progress
- Tools for monitoring

Discuss/brainstorm-small group/partner

How to best-

- support teachers/colleagues in the ALEKS Math lab
- support students in learning and progress
- Meet consistency and fidelity in RTI Math classes

Priority Guidelines for Implementation of Intervention Support Classes -MVRC and ALEKS (PGIISC)

The purpose of the MVRC and ALEKS software is to provide schools with a computer instructional resource to support student learning in math and reading. The programs are intended to be used in a dedicated RTI/Intervention support class targeted to students who are below grade level in math and reading. It is a supplement not a substitute for regular class instruction, and should not be used during other regular class time.

The recommended ALEKS math course for high school is ***High School Preparation for Algebra 1*** (foundational course) and is intended for students who need additional support in Algebra 1 and 2. The recommended ALEKS math course for middle school is ***MS RtI Tier 3*** (with QuickTables) followed by grade level **RTI 6, RTI7 or RTI8**.

- A school computer lab is the ideal location for holding the RTI/Intervention support classes and there should be access for one computer per student. Teachers must be able to monitor individual student computer screens during the entire class. All teachers shall use ***District Program CHECKLIST*** to maximize usage.
- **Instructors teaching the RTI/Intervention support classes must have completed the training overview sessions** offered by Office of Secondary Leadership and/or the vendor.
- **Site** Coordinators support teacher needs, and monitor data and student progress on a weekly basis.
- There are a limited number of site/seat software licenses. The number of site/seat licenses a school has will determine the number of students who should be scheduled into an RTI/Intervention class. MVRC are seat licenses; ALEKS are single license per student.
- At a minimum, RTI/Intervention support classes should include students who are in the bottom 25% in performance on the AIMS/Stan 10 (the State criteria), defined as *Lowest Performing students*.
- Other criteria can be used to add students if licenses are available, but students should not be removed based on other criteria.
- For ALEKS at the High School level, priority needs to be given to those students who need additional support for Algebra 1. Priority target for ALEKS- Grades 6, 9/10; priority target for MVRC Reading- Grades 10/12. **ALEKS is in Middle and High Schools/MVRC is in high schools only**.
- In ALEKS, if a student withdraws within three weeks of license activation or less than 5 hrs. of use, student license may be recaptured without losing it. ALEKS license is for 20 weeks(option of 2-3 months)
- A student has completed the first ALEKS support course when 100% completion assessment appears. It is expected that students will reach grade level or higher before moving out of the RTI class. Students should be enrolled in a class for not less than a full semester unless they have met grade level in Math.
- The RTI/Intervention class can be scheduled before, during, or after school hours.
- **At the High School level**, the RTI/Intervention support classes are electives with a Pass/Fail grade.
- **At the Middle School level**, a letter grade may be given for the RTI/Intervention support class if enrolled as the primary math class but if enrolled as elective class then graded as Pass/Fail.
- All communication and coordination between central staff, site staff and vendor support should be **through the Site coordinator contact**s. These are the primary individuals responsible for implementation at the site. Technical support for RTI software should be directed to vendor technology at **support.aleks.com or www.mindplay.com**; hardware issues directed through TUSD Tech Services; other issues are to be directed via site administrator to Project Managers (J. King and J Sprung).
- Other priorities to be communicated to respective participating sites as needed.

TUSD- Office of Secondary Leadership
updated 2/7/2013

ALEKS® **TUSD**

Professional

Development

Training session

Room T 266
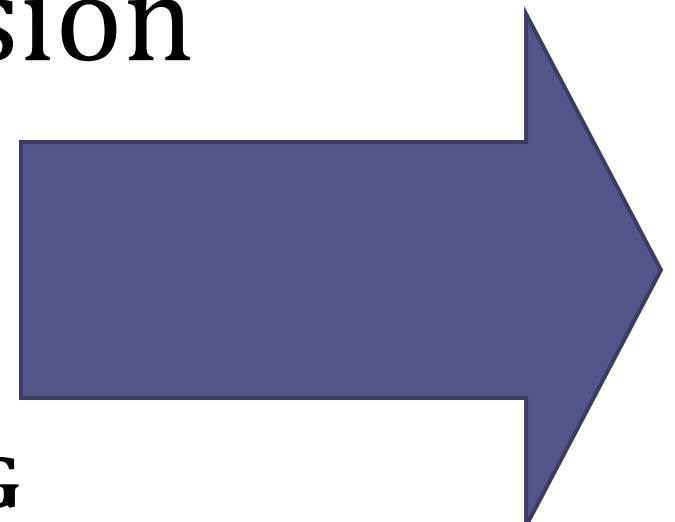
TECH BUILDING

TUSD-ALEKS Math Intervention Program Resource Access for Spring 2013- High Schools

1/10/2013

All TUSD High schools presently using ALEKS RTI resources in Math elective support classes will receive, for spring 2013, access to up to the original number of licenses issued in fall 2012, as individual campus resource capacity permits, to serve the lowest performing students as identified by TUSD's Accountability & Research Office.

Please contact Juliet King ASAP to complete the identification of students and license assignment process.

All High school students presently enrolled in ALEKS Math RTI support classes since fall 2012 that have NOT met grade level in Math assessments and have NOT completed *HS Prep for Algebra* will **remain in RTI elective class until at least 90% completion of all course resources and goal completion assessment.** Students in this category will move to next level of ALEKS Math when appropriate and remain for the spring semester in Math support to further develop knowledge in Math concepts for grade level. Students in this group will have subscription extended for another 20 weeks if goal not met by expiration of subscription.

It is the duty of each site ALEKS coordinator to monitor for both subscription expiration and student attainment of goals, and notify appropriate TUSD personnel in this regard. Updated Guidelines for ALEKS usage will be sent to all sites soon.

To ensure increased consistency and fidelity of usage of ALEKS Math resource, **please plan to attend a required PD session tentatively scheduled for Wednesday January 30 or February 6, with morning session for coordinators and afternoon session for ALEKS Math teachers.**

More information will be available on TUSD Learning Portal next week.

Thank you.

J Sprung, PDAT for OSL, submitted to M Portillo for E. Butler- Need to distribute message please from EButler to all High School sites by 1/11/2013.

Q&a

ALEKS Classroom Observation Checklist

Name:_____   School: _____ ☐   Pre Training ☐
Date/Time Observed:_____   Grade: _____ ☐   Post Training ☐

Total # of Students	# of Students	Minutes After Class Period					
		Start	11	22	33	44	End
	On-Task						
	Not On-Task						

Criteria to Look For	Observation Data		
	Evident	Somewhat Evident	Not Evident
1. Student and Teacher comfort level with use of ALEKS			
2. Course Selection is appropriate for all students			
3. ALEKS work is part of the Grade and Syllabus			
4. Students work at least 3.5 hours a week in ALEKS			

Q&a

5. Students effectively use an ALEKS Notebook			
6. Teacher use reports to inform one-on-on, small group instruction and differentiation of instruction.			
7. Teacher plans deliberately through a sheltered lens			
8. Teacher considers language and thinking demands of lesson.			
9. Effective communication about ALEKS is evident amongst leadership, teachers, parents, and/or students.			
10. Teacher successfully uses ALEKS resources to support both self and students.			

ATI – Scheduling by Class

1) Click "Assessment" tab
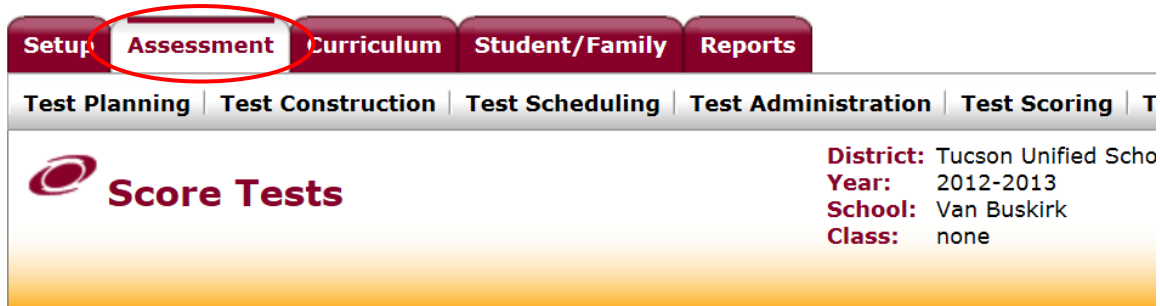
2) Hover over "Test Scheduling" and click "Class Calendar"
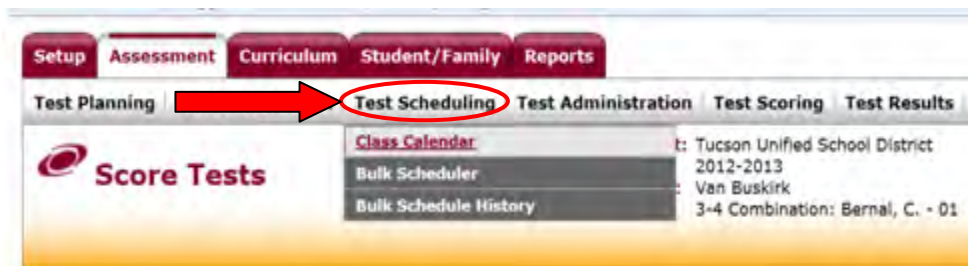
3) If you're not seeing the correct class, select it from the dropdown menu.

4) Click the "Schedule Test" link (its in the upper right of the screen)
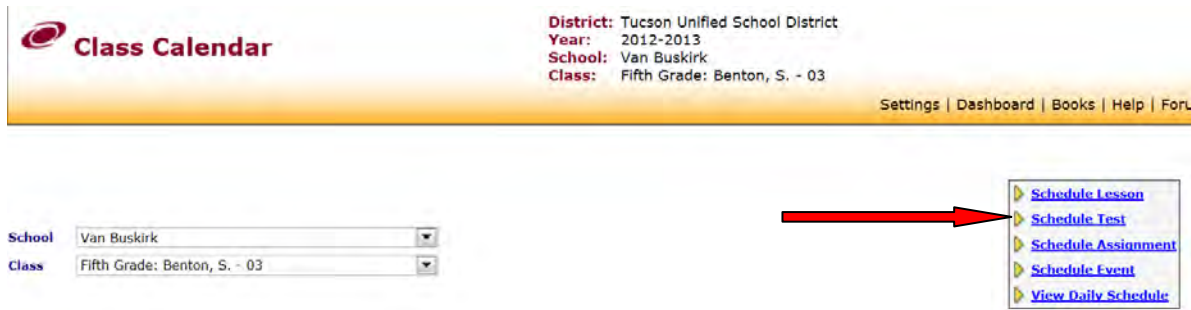
5) From the drop down menu, select *Library and Test.* Then set the calendar range. If you are testing online you may want to set a password. Check to make everything is correct and SAVE.

ATI/Galileo – Test booklets

1. Log into ATI/Galileo using your TUSD_Stats username/password (www.ati-online.com Galileo K-12 Link)Click "Assessment" Tab

ATI/Galileo – Printing Answer Sheets

1) **Click "Assessment" Tab**

2) **Hover over "Printing", click "Print Test Materials".**
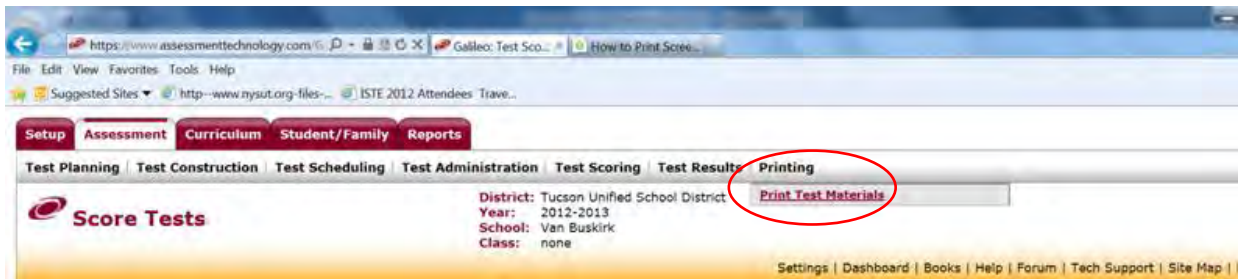
3) **Click "Print Bubble Sheets"**

4) **Print *TEST ANSWER SHEETS* – to check printer and scanner setup.**

5) **Select** *Class, Grade, Library, and Test*

6) **Click "Print Answer Sheets"**
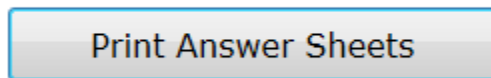
Note – answer sheets will appear as PDR file. This file can be saved in case you need to access the answer sheets again.

ATI/Galileo – Scanline Plain Paper 3

1) Log in to ATI/Galileo K-12 (minimize browser)
2) Double Click *Scanline Plain Paper 3* (Look under "all programs")
3) Log in using same username/password as ATI/Galileo
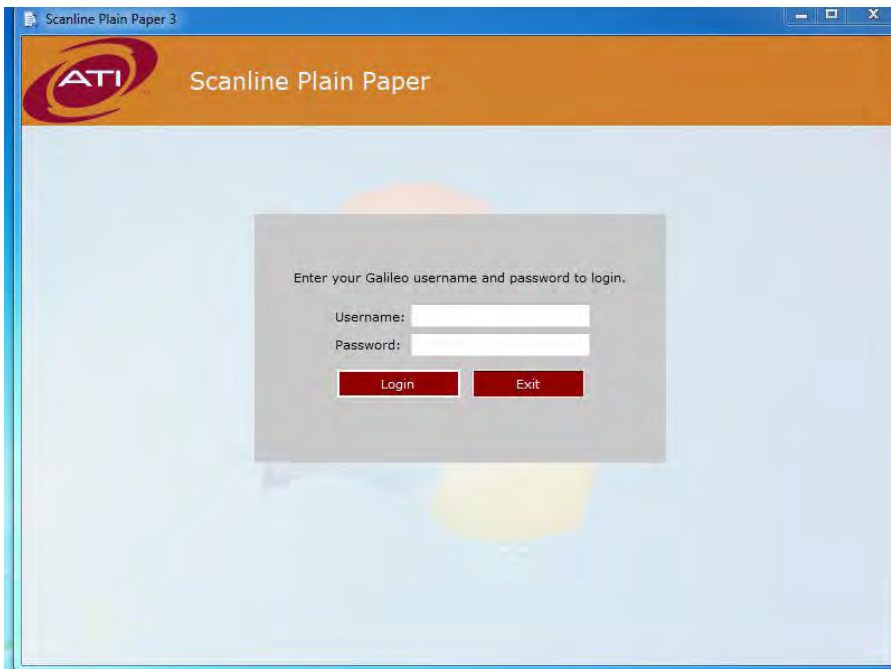
4) Place bubble answer sheets in NAME FIRST and FACE UP
5) Click "Start Scanning" button
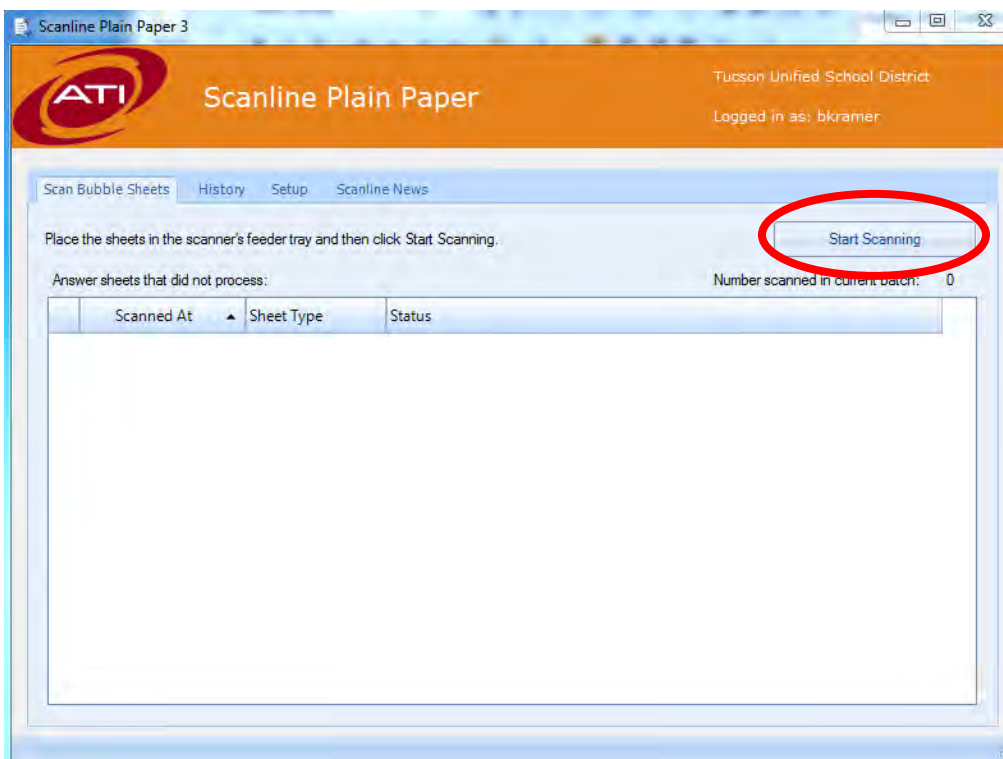
ATI/Galileo Login
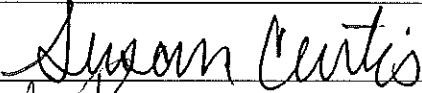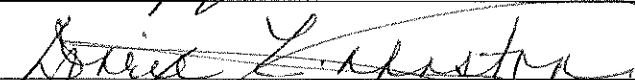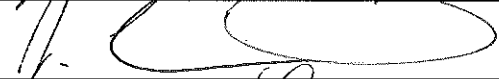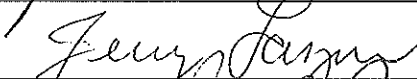
1) Go to www.ati-online.com

2) Click Galileo K-12

3) Username and password are the same as your **TUSD_Stats** username and password. Call Accountability and Research (225-5418) if you need this information.

DROPOUT PREVENTION MEETING
SIGN-IN SHEET
August 7, 2012

NAME	SIGNATURE
Bacon, Don	*(signature)*
Coleman, Harold	*(signature)*
Curtis, Susan	*(signature)*
Gonzales, Lisa	*(signature)*
Hauser, Terry	*(signature)*
Joe, George	*(signature)*
Johnston, Dorie	*(signature)*
Kramkowski, John	*(signature)*
Lazur, Jerry	*(signature)*
Reed, Paul	*(signature)*
Starks, Burney	*(signature)*

DROPOUT PREVENTION MEETING
SIGN-IN SHEET
September 6, 2012

NAME	SIGNATURE
Bacon, Don	*(signature)*
Coleman, Harold	Excused
Curtis, Susan	*(signature)*
Gonzales, Lisa	*(signature)*
Hauser, Terry	*(signature)*
Joe, George	*(signature)*
Johnston, Dorie	*(signature)*
Kramkowski, John	*(signature)*
Lazur, Jerry	*(signature)*
Reed, Paul	*(signature)*
Starks, Burney	*(signature)*

DROPOUT PREVENTION
MEETING AGENDA
September 6, 2012

Announcements:
1. Group meeting with Student Equity & Intervention Sept. 26th 2:00-4:00 Santa Rita J-TED
2. Governing Board Meeting October 9th Student Equity & Intervention introduction-Time TBA
3. PD Hours for Student Equity & Intervention large group meetings-Monica enters them
4. Parent University November 3rd @ Catalina Two 45-minute workshops-Time TBA

Directors Multicultural Education

Community Collaboration: Area businesses to visit during week of October 1-5.
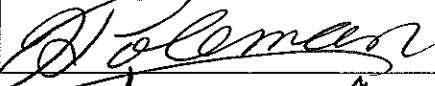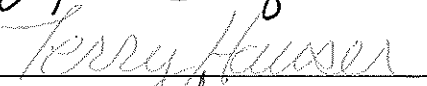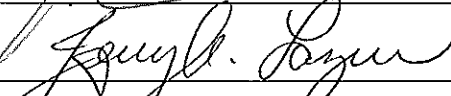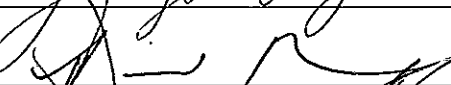
Debriefing

Next Meeting: September 20, 2012 10:00-12:00   Catalina

Reminders: **Everyone is required** to call/email Central Office if you are going to be out for any reason; if you need to change sites during the day you must call and let me know (232-8411).

Notes:

DROPOUT PREVENTION MEETING
SIGN-IN SHEET
September 20, 2012

NAME	SIGNATURE
Bacon, Don	*(signature)*
Coleman, Harold	*(signature)*
Curtis, Susan	*(signature)*
Gonzales, Lisa	*(signature)*
Hauser, Terry	*(signature)*
Joe, George	*(signature)*
Johnston, Dorie	*(signature)*
Kramkowski, John	*(signature)*
Lazur, Jerry	*(signature)*
Reed, Paul	*(signature)*
Starks, Burney	*(signature)*

DROPOUT PREVENTION
MEETING AGENDA
September 20, 2012

Announcements:
1. Group meeting with Student Equity & Intervention Sept. 26th 2:00-4:00 Santa Rita J-TED
2. Governing Board Meeting October 23rd Student Equity & Intervention introduction- Focus Study-Time TBA
3. Parent University November 3rd @ Catalina Two 45-minute workshops-Time TBA
4. Community Collaboration: Area businesses visit October 3rd.

Individual Schedules
Area Business Lists: Names & Purpose

PD for School Communities

Debriefing

Next Meeting: October 11, 2012 10:00-12:00   Catalina

Reminders: **Everyone is required** to call/email Central Office if you are going to be out for any reason; if you need to change sites during the day you must call and let me know (232-8411).

Notes:

DROPOUT PREVENTION
MEETING AGENDA
October 25, 2012

I. Announcements:
  1. Parent University November 3rd @ Catalina 8:30-2:00
     ▪ Nature or Nurture: Parents Role in Dropout Prevention
     ▪ Keynote Speaker: Ernest Rose, Superintendent, Maricopa County Regional School District
     ▪ Two 45-minute workshops
     ▪ DOP Presenters here @ 10:15-12:45
     ▪ Welcome to attend entire presentation
  2. Food Boxes
     ▪ Patty O'Hagin-Felix coordinating 225-6403
     ▪ Please let Patty know how many you will need for families and the name of the school student attends
     ▪ Chili cook-off is this Friday-
  3. Pasqua Yaqui Dropout Meeting- Mandatory
     ▪ 12:00-3:00
     ▪ Pasqua Yaqui Judicial Complex @ 7777 Camino Huivisim- directions to follow

II. Step By Step
   ▪ Group
   ▪ Team

III. Accountability
   ▪ Individual
   ▪ Departmental

IV. Debriefing

Next Meeting: November 1, 2012   10:00-12:00   Catalina

Reminders: **Everyone is required** to call/email Central Office if you are going to be out for any reason; if you need to change sites during the day you must call and let me know (232-8411).

Notes:

DROPOUT PREVENTION
MEETING AGENDA
November 1, 2012

I. Announcements:
  1. Parent University November 3rd @ Catalina 8:30-2:00
     ▪ Nature or Nurture: Parents Role in Dropout Prevention
     ▪ Keynote Speaker: Ernest Rose, Superintendent, Maricopa County Regional School District
     ▪ Two 45-minute workshops
     ▪ DOP Presenters here @ 10:15-12:45
     ▪ Welcome to attend entire presentation
  2. Pascua Yaqui Dropout Meeting- **Mandatory**
     ▪ 12:00-3:00
     ▪ Pascua Yaqui Judicial Complex @ 7777 Camino Huivisim- directions to follow

II. At-Risk Lists- John will field questions pertaining to the lists. We need to devise a uniform method for collecting data.

III. Little Steps-What are 5 major points we want to share with 5th graders moving on to Middle School?

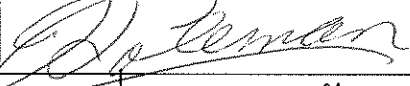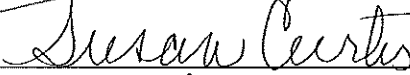IV. Debriefing-Time to share successes, problems, and questions.
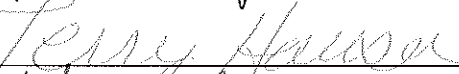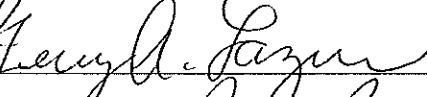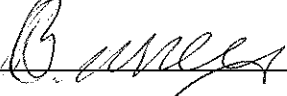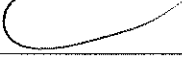
Next Meeting: November 29, 2012   10:00-12:00   Catalina
Reminders: **Everyone is required** to call/email Central Office if you are going to be out for any reason; if you need to change sites during the day you must call and let me know (232-8411).
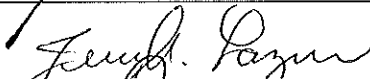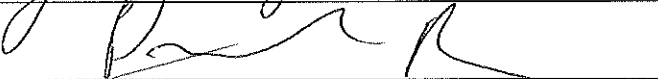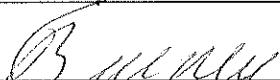
Notes:

※ CK on laptops -
  " w/ Jose Figueroa -

meet beg yr w/ attend tech & registers -

DROPOUT PREVENTION MEETING
SIGN-IN SHEET
November 1, 2012

NAME	SIGNATURE
Bacon, Don	
Coleman, Harold	
Curtis, Susan	
Gonzales, Lisa	
Hauser, Terry	
Joe, George	
Johnston, Dorie	
Kramkowski, John	
Lazur, Jerry	
Reed, Paul	
Starks, Burney	
Martin, Priscella	

DROPOUT PREVENTION MEETING
SIGN-IN SHEET
November 29, 2012

NAME	SIGNATURE
Bacon, Don	*(signature)*
Coleman, Harold	*(signature)*
Curtis, Susan	*Susan Curtis*
Gonzales, Lisa	*(signature)*
Hauser, Terry	*Terry Hauser*
Joe, George	*George Joe*
Johnston, Dorie	*(signature)*
Kramkowski, John	*(signature)*
Lazur, Jerry	*(signature)*
Reed, Paul	*(signature)*
Starks, Burney	*Burney*
Martin, Priscella	

[handwritten signatures]

Brian Graefts

John Krankowgh

Susan Curtis

Burney

George Jee

Jerry A. Lazen

D Baron

Dixie Johnstra

Paul Ruiz

Terry Hauser

[top right handwritten] 8/13/12
Dropout Meeting

Agenda
- Drop lists - 54's shld b gone
- Pay attention for community resources
- call Monica for help- questions -

DROPOUT PREVENTION
MEETING AGENDA
January 24, 2013

Announcements:
  - January 30, 2013 - 1:00-3:30 -Location Cholla High School
    Student Equity & Intervention Departmental Meeting
    Register on the Professional Learning Site by 1-29-13

  - February 7, 2013 Alternative School Tour Phoenix
    Paul Reed represents DOP

  - February 8, 2013 Boots on the Ground Rincon 1:00-4:00

  - February 9, 2013 4Tucson Workshop 8:30-12:00 Roskruge
    Register @ 4Tucson.com

  - June 30-July 2, 2013 National Conference on School Discipline

Student Rights and Responsibility Committee
George Joe and Terry Hauser represent DOP

Newest word on DOP positions

Breakout Session Jobs

High School Drop Lists

Special Guests:
Matt Merrill: Bridge Builders International
Dax Crocker: Mountain Top
Bernadette Gruber: 4Tucson
Dave Drum: 4Tucson
~~brief overview of their program followed by ideas on how we can team
together~~

Next Meeting: February 7, 2013   10:00-12:00 Catalina

Reminders: **Everyone is required** to call/email Central Office if you are going to be
out for any reason; if you need to change sites during the day you must call and let
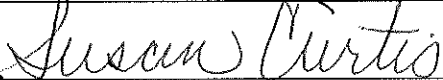me know (232-8411).

Notes:

DROPOUT PREVENTION MEETING
SIGN-IN SHEET
February 7, 2013

NAME	SIGNATURE
Bacon, Don	
Coleman, Harold	*on appt 4 son*
Curtis, Susan	*S Curtis*
Gonzales, Lisa	*Lisa Gonzales*
Hauser, Terry	*Terry Hauser*
Joe, George	*Excused*
Johnston, Dorie	*Dorie Johnston*
Kramkowski, John	
Lazur, Jerry	*Jerry Lazur*
Reed, Paul	Excused
Starks, Burney	*Burney*

DROPOUT PREVENTION
MEETING AGENDA
February 7, 2013

Announcements:

- February 8, 2013 Boots on the Ground Rincon 1:00-4:00
  Meet @ Catalina @ 1:00

- Mandatory Procurements, Vendor Relations and Public Records Training
  If you received the reminder email please complete immediately

- Boots on the Ground March 15th 9:00-3:00 MS

- June 30-July 2, 2013 National Conference on School Discipline

Student Rights and Responsibility Committee Report

Representing Dropout Prevention
High School Drop Lists
Dropout Tracker Report
Attendance: SBS, Student Equity, Work
Restructure Revisions
2012 Dropout Rates from ADE

Next Meeting: February 28, 2013   10:00-12:00   Catalina

Reminders: **Everyone is required** to call/email Central Office if you are going to be out for any reason; if you need to change sites during the day you must call and let me know (232-8411).

Notes:

DROPOUT PREVENTION
MEETING AGENDA
February 27, 2013

Announcements:
- Step By Step Friday, March 1st 1:30-3:30 @ Hohokam

- Step By Step Friday, March 8th 8:30-10:30 Safford **New**

  March 15, 2013 Boots on the Ground MS 9:00-3:00

- **Mandatory Procurements, Vendor Relations and Public Records Training**
  If you received the reminder email please complete immediately
  (This note is a rerun from 2-7-13)

Student Rights and Responsibility Committee Report
Change to monthly meetings
Representing Dropout Prevention
High School Drop Lists
Dropout Tracker Report
Attendance: SBS, Student Equity, Work
Restructure Revisions
Brian Lambert: Grad Link
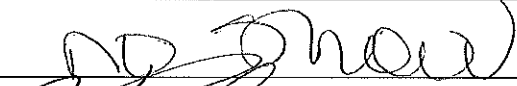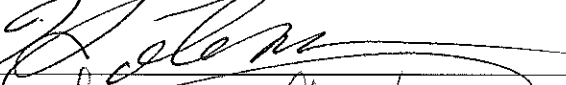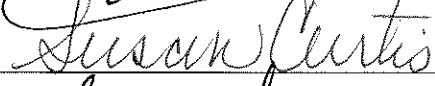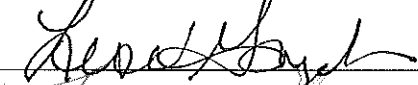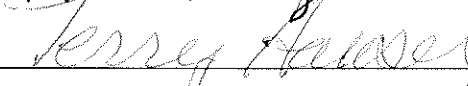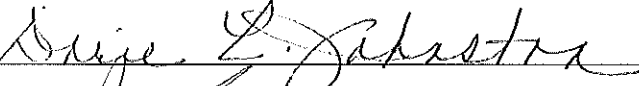
Next Meeting: March 14, 2013   10:00-12:00   Catalina

Reminders: **Everyone is required** to call/email Central Office if you are going to be out for any reason; if you need to change sites during the day you must call and let me know (232-8411).

Notes:

DROPOUT PREVENTION MEETING
SIGN-IN SHEET
February 27, 2013

NAME	SIGNATURE
Bacon, Don	
Coleman, Harold	
Curtis, Susan	
Gonzales, Lisa	
Hauser, Terry	
Joe, George	excused ill (AE)
Johnston, Dorie	
Kramkowski, John	
Lazur, Jerry	excused ill (AE)
Reed, Paul	
Starks, Burney	

DROPOUT PREVENTION
MEETING AGENDA
March 14, 2013

Announcements:
- March 15, 2013: Boots on the Ground...**CANCELLED** Please use this opportunity to work drop lists and update the Dropout Tracker in Mojave

- March 18, 2013: Step By Step @ Wakefield 8:30 arrival time **and** Absence sheets due for 12-monthers not working Spring Break [March 25,26,27,28,29 & April 1]

- March 20, 2013: Student Equity & Intervention Meeting 1:00-4:00 @ TCC in the Copper Ball Room

- March 21, 2013: Bus Pass Lists are **DUE** [sooner if you have them]

- March 22, 2013: Step By Step Fickett 8:30-10:30*

Boundaries Training
Student Rights and Responsibility Committee Report: Terry/George
Restructure Revisions: Group
The Next Step: Group
Debriefing Time: Group

Next Meeting: April 11, 2013   10:00-12:00   Catalina

Reminders: **Everyone is required** to call/email Central Office if you are going to be out for any reason; if you need to change sites during the day you must call and let me know (232-8411).
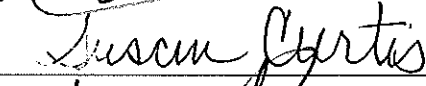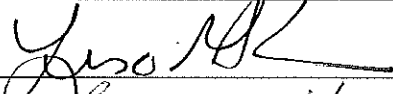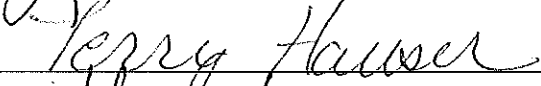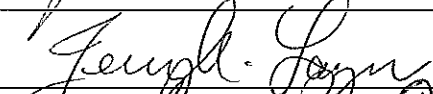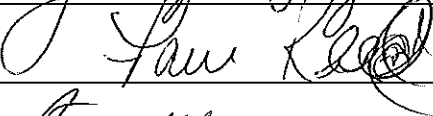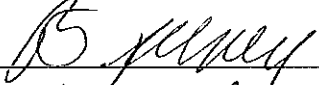
Notes:

DROPOUT PREVENTION MEETING
SIGN-IN SHEET
March 14, 2013

NAME	SIGNATURE
Bacon, Don	*[signature]*
Coleman, Harold	*[signature]*
Curtis, Susan	Susan Curtis
Gallego, Connie	not-hired yet-
Gonzales, Lisa	*[signature]*
Hauser, Terry	Terry Hauser
Joe, George	George Joe
Johnston, Dorie	*[signature]*
Kramkowski, John	*[signature]*
Lazur, Jerry	Jerry A. Lazur
Reed, Paul	Paul Reed
Starks, Burney	*[signature]*
Wilson, Kimberly	*[signature]*

Prof. Boundaries training

DROPOUT PREVENTION MEETING
SIGN-IN SHEET
April 11, 2013

NAME	SIGNATURE
Bacon, Don	
Coleman, Harold	*(signature)*
Curtis, Susan	*(signature)* Susan Curtis
Gonzales, Lisa	*(signature)*
Hauser, Terry	*(signature)* Terry Hauser
Joe, George	*(signature)* George Joe
Johnston, Dorie	*(signature)* Dorie Johnston
Kramkowski, John	*(signature)*
Lazur, Jerry	*(signature)*
Reed, Paul	*(signature)* Paul Reed
Starks, Burney	*(signature)* B. Starks
Wilson, Kimberly	*(signature)* Kimberly Wilson

DROPOUT PREVENTION
MEETING AGENDA
April 11, 2013

Announcements:

- April 12, 2013: Bus Pass Lists are **DUE**

- April 29, 2013: Step By Step: Valencia 8:30-10:30

- May 2, 2013: Step By Step: Safford 8:30-10:30

- TBA Student Equity & Intervention Meeting (May)

Student Rights and Responsibility Committee Report: Terry/George
Evaluation Schedule
Accountability Reminder
Community Tea Time (summer) questions: Group
Movin' 2 Middle School: Group
Debriefing Time: Group
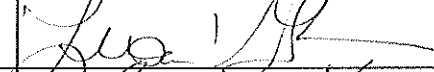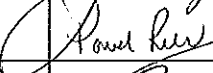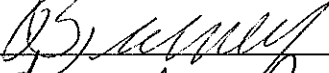
Next Meeting: May 16, 2013   10:00-12:00   Catalina

Reminders: **Everyone is required** to call/email Central Office if you are going to be out for any reason; if you need to change sites during the day you must call and let me know (232-8411).

Notes:

DROPOUT PREVENTION MEETING
SIGN-IN SHEET
May 16, 2013

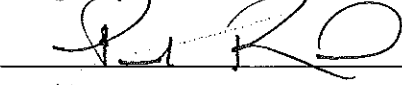| NAME	SIGNATURE
Bacon, Don	*(signature)*
Coleman, Harold	*(signature)*
Curtis, Susan	*(signature)*
Gonzales, Lisa	*(signature)*
Hauser, Terry	*(signature)*
Joe, George	*(signature)*
Johnston, Dorie	*(signature)*
Kramkowski, John	*(signature)*
Lazur, Jerry	*(signature)*
Reed, Paul	*(signature)*
Starks, Burney	*(signature)*
Wilson, Kimberly	*(signature)*

Debbie Copy

DROPOUT PREVENTION
MEETING AGENDA
May 16, 2013

Colors

Announcements:

- May 13, 2013: Bus Pass Lists are **DUE**

- May 29, 2013: 1st Summer meeting 10:00-12:00 @ Catalina

Education Summitt

√ Student Rights and Responsibility Committee Report: Terry/George
√ Work Logs: Terry
√ Dropout Roundtable Report: Paul/Dorie
√ South Tucson Education Meeting: Lisa
√ Dr. Gary Orfield: Dropouts in America
√ Tracker Definitions: See Worksheet
√ Scheduling Conflicts
Next Year: Wishes, Hopes, Reality

(Coaches- Recruiting)
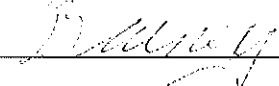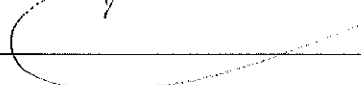
Next Meeting: May 29, 2013   10:00-12:00 Catalina

<u>Reminders:</u> **Everyone is required** to call/email Central Office if you are going to be out for any reason; if you need to change sites during the day you must call and let me know (232-8411).
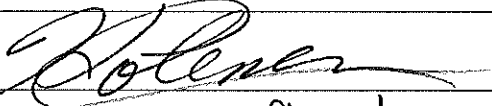
I know many of you would like a concrete answer as to where you'll be next year. Honestly at this time I cannot give you one. I need to have a few more questions answered-how the closing of some schools affects the receiving schools, an idea of the skill sets of new specialists that will be joining us prior to the new school year and a few other things that just need to settle. I can tell you that all, yes all of you will not be setting up camp in a high school next year. I do believe that your focus will be even more directed on middle school. I can tell you that we are going to stay with the current model we are using: Corridor's and teams when possible. I can tell you we will remain under Mr. Fish and Student Equity and Intervention and I can tell you there will be more astringent accountability systems in place especially for African-American and Hispanic students. Lastly I can tell you that DROPOUT will be vibrant, energetic, and student focused more than ever before!
Thanks to Kimberly for coming on board at such a late date and doing such a beautiful job with cleaning up the drop lists.

TUSD EXCEPTIONAL EDUCATION DEPARTMENT

Delivering Excellence in Education Every Day

Student Intervention Training

Preventative, Proactive Behavior Intervention Strategies And Techniques

Adapted from DDD's Client Intervention Training (CIT)
For Tucson Unified School District Employees

Formerly CIT for TUSD
Revised July 2013

DEFINITION AND KEY INFORMATION

CIT stands for Client Intervention Techniques. CIT training was developed by the Department of Developmental Disabilities (DDD) in response to the guidelines set by Article 9. CIT training through DDD is the only state "approved" training. Techniques taught are in compliance with all Federal and State laws, policies, and standards.

TUSD has adapted DDD's CIT training for its Student Intervention Training (SIT) by placing emphasis on the preventative, proactive behavior intervention strategies. Training is based on:

1. Increased attention for appropriate behavior. Student gets less attention for inappropriate behavior.
2. Quick, skillful handling of outbursts reduces the attention during aggressive incidents. This lessens the student's ability to control the environment in a negative manner.
3. Avoiding abuse of students while providing the potential for decrease in staff injuries. The intent is to protect staff from injury through the utilization of safe practices when intervening with students that are exhibiting violent or aggressive behaviors.
4. Properly trained staff will be less fearful and will interact with confidence with potentially aggressive students.

5. TUSD trained techniques through SIT are the accepted methods to use in TUSD. They are less restrictive and dehumanizing than mechanical or chemical restraints. The interventions taught are in alignment with district and current state philosophies.

ABUSE IS ***OFFENSIVE***
> **Whereas**
>> PROACTIVE, PREVENTATIVE STRATEGIES ARE ***DEFENSIVE.*..**

PROACTIVE, PREVENTATIVE STRATEGIES ARE NOT ABUSIVE.

APPROVED PHYSICAL INTERVENTIONS ARE DESIGNED ONLY TO NEUTRALIZE AN AGGRESSIVE ACT AS A LAST RESORT, USING THE LEAST **AMOUNT OF FORCE NECESSARY** TO CONTROL THE SITUATION.

TUSD WILL SUPPORT REPERCUSSIONS FROM AN AGGRESSIVE INCIDENT ***ONLY IF*** PROPER TECHNIQUES WERE USED ***AND*** REPORTED IMMEDIATELY.

Student Intervention Training

HISTORICAL PERSPECTIVES
OF THE PAST 70 YEARS

1930s – 1950s:

- Parent groups were to provide the most powerful force for setting priorities and future attitudes towards children with disabilities.

- Attitudes toward individuals with special needs were to change as a result of the wounded and disabled veterans returning home from World War II.

- Parent organizations were created during the 1930s and 1940s.
  United Cerebral Palsy Association
  National Association of Retarded Citizens

- 1970s: The institutional settings for individuals with special needs were being criticized as being understaffed and overcrowded. It was argued that there were outdated facilities that were providing minimal health and educational services.

- 1972: Geraldo Rivera (20/20) investigated Willowbrook. The public became uncomfortably aware of the abuse of individuals with special needs.

- Federal Legislation:
  Wyatt vs. Stuckey **Right to Habilitation**
                    Right to Protection from Exploitation

- State Legislation:
  DD Article 19 (Abuse and Neglect)
  Protection of the rights of the individual

- Wolf Wolfenberger: Concept of Normalization – Started the trend towards de-institutionalization

- **PRESENT:**
  1988 – Title XIX Standards and Regulations
  1986 – Statewide Licensing Standards
  1990 – Article 9 Managing Inappropriate Behaviors

  District Policies and Procedures
  Statewide CIT Standards

Student Intervention Training

PROACTIVE ALTERNATIVES TO DE-ESCALATE AND AVOID BEHAVIOR PROBLEMS

1. KNOW THE STUDENT WELL:

A. **How?** Research the student's case records. Observe the student. Talk with student, family members, prior/present teachers.

B. **What we want to know:**
- Likes and dislikes of the student...
- What are the student's receptive and expressive skills...
- What are the student's skill strengths and deficits...
- What do the student's problem behaviors look like...
- Are there any medical problems and/or medication issues...
- What types of interventions have been utilized in the past and their effects...

2. ANTECEDENTS ⟶ BEHAVIOR ⟶ CONSEQUENCE

A. **Antecedent conditions** are those events or stimuli that are present prior to the onset of the behavior and that "set the occasion" for the behavior to occur.

> Antecedents can be internal or external
> Antecedents "happen" to the individual

B. **Antecedent behaviors** are those "initial parts of the behavior" that occur prior to the display of the "targeted" problem behavior.
> Examples: rocking, pacing, screaming, loud tones, threats, tapping, refusal to do work, verbal aggression

3. REINFORCEMENT:

A. Definition: the delivery of a "Reinforcer", whether intentionally or not, that increases the likelihood that the behavior will occur again.
> DO NOT reinforce behaviors that you want to extinguish!

B. The "Reinforcer" can be anything. Be creative when you are thinking of possibilities.

C. Develop a menu of reinforcers, preferably with the student.

D. Reinforce as many positive behaviors as possible, ensuring the students knows what they are being reinforced for. Be specific in your acknowledgment.

E. Reinforce close approximations to the desired behavior. Don't expect too much change initially – go slowly, you'll have a better chance for success.

Student Intervention Training

F. Reinforcement needs to be delivered sincerely. This is vital to any successful behavioral program strategy.

G. Attempts should be made to eventually fade the reinforcer to naturally occurring reinforcers.

H. Look for reinforcers that occur naturally within the task.

4. **REDIRECTION:**

A. Intervention and direction of the student at the "early precursors".

B. Need to establish the function, or goal, of the behavior. Then establish a replacement behavior that meets the same need as the problem behavior.

C. Change the behavior by getting the student involved in some other task, or create a new activity.

D. A change in environment or staff may be another manner in which to redirect the behavior.

5. **TEACHING ALTERNATIVE SKILLS:**

A. Skill deficits need to be identified. Plans need to be developed and implemented with student's daily routine.

B. Staff should target opportunities to teach or to develop alternative behaviors.

6. **ROUTINE:**

A. The daily routine is one of the most important factors in the prevention of problem behavior.

B. The daily routine provides the basic structure on which the student's program plan should be built.

C. Establishes predictability. Leads to a greater sense of security for the student.

D. Clarifies what the student can expect from their environment.

E. Lessens the opportunities for confusion or boredom on the part of the student.

7. **ENVIRONMENTAL ENGINEERING:**

A. Most learning is strongly affected by the environment where the learning occurs.

Student Intervention Training

B. Once a specific behavior has been identified, explore the environment and its effect on the behavior. It may be possible to affect the behavior by some change or modification in the environment.

8. COMMUNICATION:

A. Communication between school staff, additional program settings, and home is very important.

B. Communication establishes awareness on the part of all staff, provides for information sharing, problem solving, and staff consistency, which in turn enhances the student's potential for success.

C. IMPORTANT to communicate events of the student's life on a "day-to-day" basis, thus allowing for the identification of problems as they occur.

D. COMMUNICATION ALLOWS FOR EVERYONE INVOLVED IN THE STUDENT'S LIFE TO BE AWARE AND INFORMED.

Student Intervention Training

INTERVENTION

INTERVENTION: Strategies should be decided before any action takes place.

COMPONENTS:

- Is teaching process. Intervention should provide opportunities for the student to learn more appropriate "positive" behaviors.

- Should build relationships, student expectations.

- Should provide for a positive resolution and set up for more appropriate positive behaviors to occur in the future.

- Should improve the safety and security of both the staff and the student.

- Should establish a strategy to address self control during incidents of "Acting Out" behavior.

VERBAL INTERVENTIONS

1. **INSTRUCTIONS OR DIRECTION:**

   A. General rules for giving instructions effectively:

   Must be a reasonable request –

   Must be given in context –

   Must be understood by the student –

   Must be within the student's ability to complete –

   B. Directions should be given in a calm but firm tone to voice.

   C. Always state specific instructions and identify the behavior expected.

   D. Use consistent labels and words.

   E. Allow adequate time for the student to respond to the request.

Rev. July 2013   7

Student Intervention Training

- VERBAL INTERVENTIONS CONTINUED –

2. CONTINGENCY STATEMENTS:
   Are forms of an instruction used to spell out the relationship between the desired behavior and its consequence.

   A. When giving an instruction in the form of a "contingency statement", the following factors should be considered:

      * The student understands the consequence of the behavior.

      * The student understands the time lapse between the behavior and the consequences.

      * The student has the ability to make the connection between a behavior and the consequence.

      * The student has the ability to perform the behavior being asked of them.

      *** Staff's knowledge of the reinforcing or negative effect of the consequence.

      *** Staff's ability to ensure the contingency can be followed through.

   B. Positive contingencies that give the student an appropriate alternative behavior to demonstrate are preferable.

   C. Should use words such as "when" and "after" instead of "IF".

   D. Contingency statements establish the "order of events" for the student.

Student Intervention Training

SECLUSION

TUSD does not support the seclusion of students.

Seclusion means the confinement of a student alone in any space from which the student is physically prevented from leaving.

Seclusion does **not** mean:

a. Time out when used as a behavior management technique for a limited and specified time and the student's movement is not physically restricted and the time out area is within the classroom.

b. Voluntary isolation or time out for self-calming where the student is monitored by a staff member.

Procedural Application: Seclusion should be used only in an emergency situation to prevent imminent physical harm to the student or others. In emergency situations, students must be within eyesight for visual monitoring by staff at all times.

Rev. July 2013   10

Student Intervention Training

GUIDELINES FOR RESTRAINTS: GENDER ISSUES

Physical Restraint, particularly when done on an adolescent child, can have sexual implications. It is imperative to ascertain if a child is choosing to act out for the kind of physical closeness that a restraint technique requires.

It is important to document the following:

1.   Did the child appear to enjoy the restraint technique?

2.   Who was involved in the incident? Is this staff person usually involved in restraint of this specific student?

3.   What restraint technique was used?

In addition, the following procedures need to be considered:

1.   Care should be taken when using a seated restraint where the student is bent over to avoid putting pressure on the upper chest area, especially with female students.

2.   All restraints should use two staff whenever possible; if not for physical support for the sake of having a witness.

3.   No communication (other than neutral statements about calming down) is attempted during a restraint. This includes talk between staff as well.

4.   After a restraint technique, there needs to be a debriefing session that addresses how the student might behave in future similar situations. Staff needs to debrief with other staff as well to discuss their observations and the possibility of sexual implications.

NO PRONE OR SUPINE RESTRAINTS ALLOWED!

Student Intervention Training

DRESSING PRO-ACTIVELY

Shoes - It is extremely important that you wear shoes appropriate for the type of student you are working with. Open toes are extremely dangerous to wear with students who may become physically aggressive; your toes may be stomped on or otherwise hurt. Also to be considered is the swift response that some child has in the "fight or flight" mood that they sometimes fall into. Sturdy shoes would protect you from injury, as well as make it more feasible for you to keep up with a fast moving student.

Clothing - There are many issues to consider in regard to the type of clothing you wear. If there is a physically aggressive student in the classroom who needs restraining at times, it would be important that you are dressed for the occasion. Dresses may not be appropriate during restraints simply because you could be embarrassed by the possibility of your attire not remaining intact. It also brings up the issue of clothes bring ruined in the process of a restraint. We suggest that you not wear any clothing that is important or fragile.

Another consideration is the case of children who have a tendency to bite others. These students usually go for the exposed areas on a person's body, therefore would be less likely to bite someone who is wearing long sleeves or long pants. It is also much less dangerous if in fact you are bitten but wearing protective covering. The possibility of you getting hurt is less, and the bite can be managed with less intervention. Note: Use only district sanctioned methods taught in SIT for a situation involving a bite.

Hair - Protocol for working with students who have a tendency to pull hair is very similar. It is important that those staff persons who do have long hair tie it up, or in some fashion keep it close to their head. Hair pulls are very painful and can cause serious damage to your neck, and must be avoided at all costs. Note: Employ the district sanctioned methods of SIT when involved in a hair pull situation.

Jewelry - First and foremost is the issue of wearing jewelry that is important and fragile. If in fact a student were to break or destroy it in the process of a restraint, it would be very difficult for you to forgive and forget. Be aware that it is a possibility and that you should take precautions to avoid this problem.

Also, for those who wear ear jewelry, it is important to consider the damage that could occur if any of this jewelry were to be accidentally or purposefully pulled or tugged on. There have been cases when earrings have been pulled directly out of the ear, creating a slit in the earlobe.

It is important to always be PROACTIVE in your manner of dress to avoid any reactive situations from occurring.

Student Intervention Training

Physical Intervention Techniques

I. ARM GRAB
 A. One hand pull out
  1) Hand in closed position
  2) Quick movement in the direction of the thumb (avoid hitting person or others)

 B. Two had release (bottle cork)
  1) Hand in closed position
  2) Reach in and grasp own hand with other hand
  3) Quick movement in the direction of the thumbs (avoid hitting person or others)

II. CLOTHING GRABS
 A. Low clothing grabs
  1) Neutralize by grabbing own clothes close to person's hand
  2) Step away, or make contact against thumb and push the person's hand away, or grasp their hand with opposite hand and slide it off from clothes

 B. High Clothing grabs
  1) Neutralize by grabbing own clothes with hand opposite the side grabbed on
  2) Windmill motion toward the inside of staff's body with free arm (held straight up) step back with same leg

III. HAIR PULLS
 A. One hand
  1) Immediately neutralize by grabbing person's hand
  2) Keep own head and back straight
  3) Contain person against a barrier or use upper arm to block movement
  4) Apply pressure on knuckles with heel or palm

 B. Two hand
  1) Immediately neutralize by grabbing person's hands
  2) Same as steps 2 and 3 above
  3) Call for support staff
  4) Release one of person's hands and give it to support staff before releasing the other

Student Intervention Training

IV. BITES

    1) Push into bite
    2) Loop hand around back of head and pull toward bite
    3) Call for support staff
    4) Lights out
    5) Close off airway by squeezing nostrils shut

V. BLOCKS

  A. Block for an overhead punch
    1) Demonstrate proper arm position 90 degree and parallel to ground, hand closed
    2) Establish balance by stepping forward with same foot, or back with opposite foot
    3) Blocking arm at effective distance from own body
    4) Demonstrate right and left overhead blocks

  B. Block for roundhouse
    1) Demonstrate proper arm position – 90 degree parallel to length of blocker's body, hand closed
    2) Establish balance by stepping across body with same foot
    3) Blocking arm at effective distance from own body
    4) Demonstrate right and left roundhouse punch blocks

  C. Block for straight punch
    1) Demonstrate same technique as done for hook punch
    2) Twist at waist across body, blocker should turn completely sideways
    3) Blocking arm at effective distance from own body
    4) Demonstrate right and left straight punch blocks

  D. Block for undercut
    1) Demonstrate proper arm position (scissor position elbows locked, arms extended hands closed)
    2) Demonstrate raising/lowering arms in this position to block punch
    3) Block at effective distance from own body
    4) Demonstrate right and left undercut punch blocks

Student Intervention Training

Physical Intervention Techniques

I. BLOCKS
   A. Block and Control of Punches
1) Correct blocking techniques
2) Slide arm to grasp forearm thumb down
3) Pull arm forward/step back transfer arm hold
4) Hold client from behind in standing restraint

II. HAIR PULLS
   A. Advanced Hair Pulls (in sequence)
1) Control/neutralize one and two hand hair pulls (call for assistance)
2) Knuckle pressure release (Level I)
3) Squeeze hand across knuckles
4) Pressure point between thumb and forefinger, rotate thumb up
5) Contain, push hands together, move head away

III. BITES
   A. Advanced Bites (in sequence)
1) Push into bite
2) Hold person's head
3) Jaw pressure point
4) 1 oz. cold water in face (per incident)

IV. TRANSPORTS
   A. Solo Transport
1) With person in standing restraint, lift support leg and step forward, or lift person and walk forward

V. SEATED RESTRAINT
   A. Take down to seated restrain
1) Standing restrain position
2) Lean person back and step back
3) On last step, lunge down to knee of support (forward) leg
4) Sit down with person between your legs
5) Fold forward to maintain, if necessary use second staff to straddle legs

Rev. July 2013   15

Student Intervention Training

TUSD *Tucson Unified School District* **GOVERNING BOARD POLICY**	POLICY TITLE: Use of Physical Force POLICY CODE: GBEBE LEAD DEPARTMENT: Human Resources

Use of Physical Force

Any administrator, teacher, or other school employee entrusted with the care and supervision of a minor may use reasonable and appropriate physical force upon the minor to the extent reasonably necessary and appropriate to maintain order or protect the minor.

Similar physical force will be appropriate in self-defense, in the defense of other students and school personnel, and to prevent or terminate the theft or criminal damage to the property of the District or the property of persons lawfully on the premises of the District.

The threat or use of physical force is **not** justified as a response to verbal provocation alone, nor when the degree of physical force used is disproportionate to the circumstances or exceeds that necessary to avoid injury to oneself or to others or to preserve property at risk.

On a regular basis the district provides Student Intervention Training for certification in approved methods of therapeutic restraint and crisis intervention. Some job positions require this periodic training.

Adopted: October 5, 2004
Revision:
Review:

LEGAL REF: A.R.S. 15-843

Cross Ref:

Replaces TUSD Policy #4320 Protection from Physical Force

EXCEPTIONAL EDUCATION DEPARTMENT

Student Intervention Training

TUSD   ***EXCEPTIONAL EDUCATION DEPARTMENT***

Delivering Excellence in Education Every Day

Incident Report Procedures: Therapeutic Physical Restraint

Purpose

A physical restraint may be necessary if a student is exhibiting behavior that becomes dangerous to self or others. Documentation of the incident serves three purposes:
- To gather information regarding the incident in order to prevent future occurrences.
- To facilitate in the development of a positive behavior support plan.
- To provide a written record of the incident.

Procedures
- The principal or designee should contact the parents/guardians immediately following the incident. Parents should be informed that the documentation of the incident will be available at the school if they wish to review it.
- The staff member who performs the restraint should complete the *Incident Report for Therapeutic Physical Restraint of Student*. The site administrator and the certified teacher in the classroom where the restraint occurred should review the report. Guidelines for using appropriate language to document the incident are included below.
- The finalized *Incident Report for Therapeutic Physical Restraint of Student* form should be placed in a secure file, labeled Restraints. It should not be placed in the cumulative file.

Appropriate Language Guidelines
- Avoid the use of names of students other than the student who needed the physical restraint.
- Use neutral language when documenting the incident. (i.e. "I prompted the student..." versus "I yelled at the student..." or "I physically assisted the student..." versus "I grabbed the student...")
- Rather than describing the restraint in full detail, use language such as "I used a seated restraint as per TUSD SIT training."
- Review the SIT manual for Additional appropriate language in completing the form. Use the language in the manual as examples and explanations of procedures.

Rev. July 2013   17

Student Intervention Training

INCIDENT REPORT FOR
THERAPEUTIC PHYSICAL RESTRAINT OF STUDENTS

TUSD_002872

Student Name   **Teacher Name & Class**

Attending School   **Date**

Incident (be very specific):	**Time:** _____
	Date: _____
	Location: _____

In very specific terms, describe:

1) What was happening in the environment just prior to the incident? (ex.: instruction given, proximity of certain individual(s), interaction with specific individual, math activity, hot classroom temperature)

2) What positive preventative techniques were utilized?

3) Specific behavior that required the use of physical management techniques?

4) Specific physical technique that was used (e.g. standing or seated restraint; transport procedure)

5) Duration of restraint

6) What program is now in place to help avoid the use of physical management in the future?

Person Utilizing Restraint   **Witness**

Principal or Designee   **Classroom Teacher**

This form should be placed in a secure file, labeled Restraints, at the school site. It should not be placed in the cumulative file.

Rev. July 2013   18

Student Intervention Training

STUDENT INTERVENTION TRAINING

EVALUATION FORM

Instructor(s): _____

Please respond to the following questions. Be as specific as possible.

1.   What did you expect this course to offer you (content)?

2.   What were some key concepts you learned?

3.   How will you utilize the information learned in this session?

4.   What could the presenter have done to help you learn?

5.   Use this scale to rate this course overall:

1	2	3
Poor! Never try this again (Poor)	Okay! Somewhat helpful to me! (Satisfactory)	Great! I can Really use this! (Excellent)

6.   Additional Comments:

Tucson Unified School District - 21st CCLC 2011-12

21st Century Community Learning Center
Grant Tracker Data Entry Instructions

Overview of Grant Tracker

Purpose
- To simplify and mainstream data collection practices
- To link student activities and services to larger TUSD database

Who has Access to the Grant Tracker
- Principals – access to all activities in school
- Coordinators – access to all activities in school
- Teachers – access to their own activities
- TUSD Administrators/Evaluators – access to all activities across schools in magnet grant

---

Instructions for Grant Tracker Access

1. How to get access to Grant Tracker
   a. Principals and coordinators must have an access number to log on to the TUSD Stats page (A&R will give each coordinator an access number for their school)
   b. Coordinators will then need to identify specific teachers as „responsible parties" to give them access to the grant tracker
   c. Teachers will have access once they are designated as a „responsible party".

2. How to log on to Grant Tracker
   a. Bring up the internet
   b. Go to the TUSDstats page. Click on SPECIAL PROGRAMS located in the table on the left. Next, click on GRANT TRACKER.
   c. The link to the grant tracker is: (https://tusdstats.tusd.k12.az.us/paweb/stuD/Intervention/iv_front.aspx). Please save the link in your own internet „Favorites" file and instruct your teachers to do the same. Another way to find the grant tracker link is to go to TUSD stats and click on SPECIAL PROGRAMS. The grant tracker list is near the bottom on the right column.

3. How to print information from the Grant Tracker
   d. Click on the HIDE BUTTONS checkbox so that it is checked. You can then select and copy the table.
   e. Highlight the data you want to print from the grant tracker. Select copy and open Microsoft Excel and paste your highlighted items. Save your file.
   f. Print your file from Excel
   g. Click on the HIDE BUTTONS checkbox so that it is un-checked.

Tucson Unified School District - 21st CCLC 2011-12

21st Century Community Learning Center
Grant Tracker Data Entry Instructions

Instructions for Grant Tracker Use

- Click on this LINK and add it to your „Favorites" file
  https://tusdstats.tusd.k12.az.us/paweb/stuD/Intervention/iv_front.aspx

- REGISTER NEW RESPONSIBLE PARTY is where additional teachers/administrators are added to be able to enter data.
  - Click on either TUSD EMPLOYEE or NOT TUSD EMPLOYEE
  - For registering a NON TUSD EMPLOYEE: Add first and last name and DOB and click CONTINUE. On this page, comments can be made as an option.
  - For registering a TUSD EMPLOYEE: Choose EMPLOYEE TYPE – If you choose your school, it is assumed that the RP is a teacher and his/her name will appear on the list to the right. If the RP is not a teacher (ie administrator or classified), go to the top of the EMPLOYEE TYPE list and choose NON-TEACHER by the first letter of his/her last name. The RP"s name will appear on the list to the right. If the name does not appear, contact A&R.
  - Click on CONTINUE. On this page, comments can be made as an option.
  - Click on ADD RESPONSIBLE PARTY TO THE LIST
  - Please note: the only ones who can add a new RESPONSIBLE PARTY at your school are the principal and coordinators

- CREATE A SESSION is where the data for your activity is entered
  - Click on SESSIONS next to your name
  - Click on CREATE NEW SESSION
  - Need to determine what type of session you are involved in. Are you involved in a parent activity (e.g. parenting classes) or a student activity (e.g. tutoring)? Choose one.
  - Next you must choose your activity from the drop down list. Once you have chosen your activity, fill in the date and time of the activity.
  - Click on SESSION DATE and put in date of session (Be careful to choose the correct year when entering back-logged data)
  - Click on START TIME and put in start time of session
  - Click on END TIME and put in end time of session
  - SESSION DESCRIPTION is an optional text box to add notes specific to that session (e.g. Boys and Girls Club specifics – basketball 3 wks; arts and crafts 3 wks).   SESSION DESCRIPTION becomes a mandatory field only when the activity is „Please List" and a new activity (not included on the drop down list) is added
  - Click on CREATE SESSION

Tucson Unified School District - 21st CCLC 2011-12

21st Century Community Learning Center
Grant Tracker Data Entry Instructions

- ADD PARTICIPANTS
    - Click on ADD PARTICPANTS
    - Click on START SEARCH to look for your participants. The search will show all the students currently enrolled in your school. Most frequently, you will want to click on LIST ALL to provide all the student information. You have the choice to search by student name, grade or matric number too.
    - Click on the students" names who are involved in the activity and indicate who was present. Multiple options can be selected with the parent activities (e.g. father and mother)
    - Click on SAVE SELECTION and a new screen will appear that shows a list of the participants who were added.
        - You can EDIT or ADD or DELETE participants
        - You can EDIT YOUR SESSION or the activity or the date or time here
    - Please note: The ACTIVITY TYPE (e.g. Parent, Student) can not be changed once an activity has participants assigned. You can however change the activity within the current ACTIVITY TYPE

- BACK TO SESSIONS LIST
    - Shows a list of all of the sessions you have created. You can:
        - VIEW SESSION – to edit session
        - COPY SESSION – if you have the same participants on multiple days, you just need to change the date to a new session and click CREATE SESSION
        - SHOW PARTICIPANTS – gives a list of the participants

- BACK TO RESPONSIBLE PARTY LIST
    - Click on BACK TO RESPONSIBLE PARTY LIST to get back to the beginning of the grant tracker

- HOW TO DELETE A SESSION
    - Find the session that you want to delete. Click on the VIEW SESSION button on the same line as the session. The next screen will show you the details of that specific session. You must delete all the participants in the session. Once all the participants have been deleted, a DELETE SESSION button will appear. Click on that button and the session will be deleted.

Tucson Unified School District - 21st CCLC 2011-12

21st Century Community Learning Center
Grant Tracker Data Entry Instructions

- HOW TO CREATE A MASTER LIST
  - Create a session (see instructions above on how to create sessions) and include all the participants who have signed up. In the SESSION DESCRIPTION BOX, write **MASTER** so that you know which session is your master. The sessions are filtered by date in the grant tracker so choose a date for the **MASTER** at the end of the semester after your program has ended, preferably on a Sunday. In this way, at the end of the semester when all **MASTERs** need to be deleted, you can easily find it.
  - To use the **MASTER**, you will use the COPY button (see instructions above on how to COPY sessions). Because of the date, the **MASTER** will always be at the top of your list of activities. Click on the COPY button on the same line as your **MASTER** session. On the next screen, you will change the date and delete the word **MASTER** in the SESSION DECRIPTION BOX. Click on CREATE SESSION. On the next screen, delete all the participants who were absent. When you are finished, click on BACK TO SESSION LIST.
  - If your designated RESPONSIBLE PARTY (RP) is absent and a substitute fills the role of the RP, use the designated RP‟s name as the RP for the session and NOT the substitute. However, to ensure accurate data collection, add the substitute‟s name in the SESSION DESCRIPTION BOX. E.g. *Substitute: Ms. J. Garcia*.

- HOW TO DELETE DUPLICATE STUDENT ENTRIES
  - Go to VIEW STUDENT DATA CONFLICTS. The next screen shows a list of students whose attendance is in conflict because they are recorded as being in two places at the same time. Next, determine which session is correct for that student and which was a data entry error. Click on VIEW SESSION of the data entry (duplicate) error and then delete the student from the list of participants.
  - Another option: Go to VIEW TOTAL STUDENT LIST.   Click on DETAIL to the right of the student with duplicate attendance times. The next screen shows a checked box at the top of the page that is labeled GROUP BY ACTIVITY. Uncheck that box. The next screen lists a complete accounting of that student‟s activities. Find the duplicate records by date and time. Next go to back to RESPONSIBLE PARTY page and click on VIEW SITE SESSION LIST. Find the two sessions that student was listed in and choose one session to delete his/her name. Click on VIEW SESSION and delete the student‟s name from the list of participants.

- HOW TO RECORD ATTENDANCE FROM SHOWCASE EVENTS
  - When you CREATE A SESSION, Choose „family‟ to view a drop down list of activities for students with their families. On that list will be an activity called, „showcase events‟. Click on that activity and record attendance of students and their family members.

21st Century Community Learning Center
Grant Tracker Data Entry Instructions

Links to Collated Overviews of Program Activities by Session and Participant

- VIEW SESSIONS BY SITE shows an overview of all of your activities that have been added to this grant tracker
    - Shows a list of school activities
    - Activities are grouped by Parent or Student.
    - Click on Parent or Student and the drop down box gives you activity choices
    - Can filter by one or all activities
    - Can filter by date or by responsible party
    - Sessions are paginated; page numbers are shown in the upper left corner of the „sessions" box.

- VIEW SITE ACTIVTY shows an overview of all sessions that have been added to this grant tracker.
    - Shows a list of all sessions
    - Show the total number of sessions provided and the total number of session hours
    - Can filter sessions by activity type (student or parent), responsible party or by date

- VIEW TOTAL STUDENT ACTIVITY shows an overview of all students that have been added to this grant tracker.
    - Shows a list of all participating students
    - Show the total number of days and hours of participation by student
    - Click on „detail" to show the profile of that student"s total participation which can be filtered by date.
    - Click on "show search criteria" to filter your student activity list by dates of attendance, grade, name or matric.

- VIEW TOTAL PARENT ACTIVITY shows an overview of all parents that have been added to this grant tracker.
    - Shows a list of all parents who have received programming to date, listed by their child"s name
    - Show the total number of days and hours of participation by parent
    - Click on "show search criteria" to filter your parent activity list by dates of attendance, participant type (e.g. mother, father etc), child"s grade, name or matric.

21st Century Community Learning Center
Grant Tracker Data Entry Instructions

- VIEW STUDENT DATA CONFLICTS show all the students with a duplicate record
    - If a student is recorded as being in two activities at the same time on the same day, the student"s name will appear twice on this page. You must choose which of the sessions is in error. Once the session is chosen, click on VIEW SESSION of the session in error and delete the student"s name from the list. Once the duplicate name is deleted, the student"s name will be removed from the STUDENT DATA CONFLICTS list.
    - Be sure to modify the end date at the top of the page to a date prior to your **MASTERS** date to filter out the master lists. By design, the **MASTER** lists will show duplicates because all the MASTER activities are housed on the same date.
    - At the end of each week, checking this page and removing all the duplicates will keep your data clean

<u>Mojave Discipline Reports in Mojave and Report Manager Agenda</u>

Goal – Attendees will receive information to help them understand and use better use Mojave to perform their job functions. Users will be downloading Mojave data and exporting it to excel to create labels in MS Word. We will also go over accessing the Report Manager area for discipline reports for AZSafe.

Objectives – Attendees will be able to:
1. Open and set up Mojave as Favorites and add to quick launch
2. Open and review all reports in Mojave–Report–Incident/AzSafe
   a. Missing Law enforcement Contact
   b. Student Detail
   c. Student Info
   d. Verification Report
3. Open and review Mojave-School-Data Verification to verify all data will be sent to ADE correctly
4. Make sure user can access and open reports from Report Manager
   a. Go over and discuss reports (Group Participation)
   b. Export reports to Excel
   c. Export reports to Word
5. Questions/Answers re: Mojave software and the Report Manager software
6. *Use Mojave on-line Help*
7. *Use Mojave on-line Demos*

Close: Questions/Feedback

Course Title: Discipline Reports in Mojave and Report Manager

Section Title: New Administrator Training

Dates: September 20, 2012 - September 20, 2012

Total Enrolled: 9

1.</FONT< td>Dudley, Anne	Teenage Parent Program, Tucson	Union: AD1 Admin E.L.I. Educ Leaders Inc.	09/04/2012	Completed
2.</FONT< td>Favela, Margaret	Davis Bilingual Magnet School, Tucson Myers Ganoung Elementary School, Tucson Native American Studies, Tucson Tucson Magnet High School, Tucson	Union: WC1 TEA White Collar/Food Service	09/11/2012	Registered
3.</FONT< td>Leal-Holmes, Theresa	Vail Middle School, Tucson	Union: AD1 Admin E.L.I. Educ Leaders Inc.	09/17/2012	Completed
4.</FONT< td>McKee, Tiffany	Dietz Elementary School, Tucson Wakefield Middle School, Tucson	Union: AD1 Admin E.L.I. Educ Leaders Inc.	09/18/2012	Completed
5.</FONT< td>Rodriguez, Shawna	African American Studies, Tucson Tucson Magnet High School, Tucson	Union: AD1 Admin E.L.I. Educ Leaders Inc.	09/10/2012	Completed
6.</FONT< td>Shaw, Kathryn	Pueblo Magnet High School, Tucson	Union: AD1 Admin E.L.I. Educ Leaders Inc.	09/04/2012	Registered
7.</FONT< td>Sisler, Katherine	Borman Elementary School, Tucson Robins Elementary School, Tucson Tolson Elementary School, Tucson	Union: AD1 Admin E.L.I. Educ Leaders Inc.	09/06/2012	Completed
8.</FONT< td>South, Lisa	Collier Elementary School, Tucson Whitmore Elementary School, Tucson	Union: AD1 Admin E.L.I. Educ Leaders Inc.	09/05/2012	Completed
9.</FONT< td>Tinsley, Dawn	Carson Middle School, Tucson	Union: AD1 Admin E.L.I. Educ Leaders Inc.	09/05/2012	Completed

Wait List

No one is on a wait list for this section.

At his teacher's request, a student moved from one desk to another. As he was walking an item fell out of his backpack. His teacher retrieved the item for him and discovered it was a 'Whip It'. He was sent him to the office to speak with the principal. The student denied any knowledge of the Whip It.

TUSD

Department of Student Equity
Formal Discipline for Administrators
LIRC Computer Lab
Sept. 20, 2012

❖ Guidelines for Student Rights and Responsibilities

❖ Scenario

❖ Entering Incidents in Mojave/ Data Verification

❖ Abeyance Contracts

❖ Discipline for Exceptional Education Students

❖ Report Manager Reports
http://dwrptdev/Reports/Pages/Folder.aspx

❖ Mojave Reports

❖ Mojave Navigation and Profiles

Charlotte Brown, Compliance Liaison Department of Student Equity – 225-6686
charlotte.brown@tusd1.org

Maura Morin, TS-Student Management System Analyst/ Trainer – 225-6494
maura.padia@tusd1.org

Jackie DuPont, Technical Training and Support Manager -225-6333
jacqueline.dupont@tusd1.org

TUSD

Tucson Unified School District
School Name
School Address
School Phone Number

ABEYANCE CONTRACT FOR A SHORT-TERM SUSPENSION

Parent/Legal Guardian Name
Address
Tucson, Arizona 857 _Last 2 #'s_

Re: _Student Name_   Matric#: _#_   Grade: _#_   Ethnic Code: _#_
Gender: _M/F_   Ex Ed: _Y/N_   504: _Y/N_   Date of Incident: _Date_

Recitals:

1.   _Student Name_ acknowledges violating the Guidelines For Student Rights & Responsibilities as follows: _Violation Name(s)_. The student _Brief Description of Student Behavior from Comment Section_.

2.   The consequence of this violation includes a short-term suspension (a suspension that is less than eleven (11) days).

3.   The school administration intends to impose a suspension for _# Days_ days, beginning on _Suspension Start Date_ and ending on _Abeyance Contract End Date_.

4.   Optional: [Delete this section if there are no optional recitations].
        [Parents/Legal Guardians] intend to obtain counseling for [student].
        [Parents/Legal Guardians] intend to complete regular drug testing.]

Terms and Conditions:

1.   **The student and Parent/Legal Guardian agree to waive any appeal of the suspension.**

2.   The student will serve _# Days Suspension_ days of suspension and may return to school on _Return Date from Suspension_. The school agrees to hold _# Days_ days of suspension in abeyance.

3.   The student agrees to obey all school rules and to attend every class, every day unless excused by a parent/legal guardian.

JK-R4-E1 – Abeyance Contract for ST Suspension 3-24-09

JK-R4-E1

Revised: 05/29/12

Governing Board | Tucson Unified School District
1010 E. 10th St., Tucson, AZ 85719 | Phone (520) 225-6070 | Fax (520) 798-8767
http://www.tusd1.org/

TUSD_002884   1 of 2

TUSD

4. If the student has any further violation of the Guidelines For Student Rights & Responsibilities, any remaining suspension days will automatically be imposed in addition to any consequences for the current violation.

5. Optional requirements from Optional Conditions Sheet may be entered here. If no optional conditions are imposed, delete this statement.

☐ I accept and agree to the terms and conditions stated above including the waiver of any subsequent appeals.

☐ I reject this offer.

Signatures

_____

Student Name

_____

Parent/Legal Guardian Name

_____

Administrator Name, District Administrator

_____

Date Signed

Copies to: Student Equity
             Student Cumulative File
             Other (Type in Site Offices Requiring Copies If Applicable)

JK-R4-E1 – Abeyance Contract for ST Suspension 3-24-09

JK-R4-E1   Revised: 05/29/12
Governing Board | Tucson Unified School District
1010 E. 10th St., Tucson, AZ 85719 | Phone (520) 225-6070 | Fax (520) 798-8767
http://www.tusd1.org/   2 of 2
TUSD_002885

TUSD

Tucson Unified School District
School Name
School Address
School Phone Number

Suspension Reinstatement Letter

Decision Date

Parent/Legal Guardian Name
Address
Tucson, AZ 857 *Last 2 #'s*

Re: *Student Name*   **Matric #:** *#*

On *Date of Original Incident, Student Name* was suspended from *School Name* for violation(s) of the Guidelines For Student Rights & Responsibilities as follows: *Violation Names*. The suspension was held in abeyance under conditions contained in the attached abeyance contract.

On *New Incident Date* the student violated the abeyance contract as follows: *Violation Names*.

These behaviors are in direct violation of the conditions of the abeyance contract and as a result, the suspension will be reinstated and the remaining days of the suspension must be imposed, beginning *New Suspension Start Date* and ending *Abeyance Contract End Date*. The student is restricted from all Tucson Unified School District facilities and functions during the term of suspension. Homework will be provided through the end of the suspension or grading period, whichever is shorter. If the remaining suspension extends after that date, the student will receive instruction through an Alternative to Suspension Program. Please call the Office of Student Equity at 520-225-6686 if you need assistance with placement.

If the consequence for this new incident would include a long-term suspension, you will be notified separately regarding the process for that violation. Any new short-term suspension will be served concurrently with the current suspension and the student may return to school on *Return From Suspension Date*.

If you have any questions regarding this matter, please do not hesitate to contact me at *School Phone #*.

Sincerely,

Suspending Administrator Name
District Administrator

Cc: Student Equity
        Student Cumulative File
        Other (Type in Site Offices Requiring Copies If Applicable)

JK-R4-E4 – Suspension Reinstatement Letter 3-24-09

JK-R4-E4   Revised: 05/29/12

TUSD   Policy # JK-R4-E3

Abeyance Optional Conditions:

    a.   Parent/Legal Guardian will provide proof of counseling to the school administration.

    b.   [Insert mentor name] will be assigned as a mentor. The student will meet with the mentor weekly on [day of week] at [time].

    c.   The student will perform [insert # hours] hours of community service to be arranged by the mentor.

    d.   The student will submit proof of compliance with any court ordered probation on a monthly basis.

    e.   The student will attend Project FAAST counseling providing proof of attendance for at least [insert # sessions] sessions by [insert date].

    f.   The student will attend counseling through the school's counseling department OR through an agency providing free counseling services (provide pamphlets) with a focus on [insert focus area ie, Anger Management, Social Skills, Substance Abuse etc.].

    g.   The student will be assigned to In-School Suspension from [insert start date] through [insert end date].

    h.   The student is restricted from attending [insert type of extra-curricular event(s)] during the term of the abeyance or through [give an end date to restriction].

    i.   The student/parent/legal guardian will pay restitution in the amount of [insert $ amount], payment to be completed by [insert date].

DISCIPLINE, SUSPENSION, EXPULSION
FOR 504 DISABLED STUDENTS

ADMINISTRATIVE REGULATION   **5062**

In disciplining 504 disabled students, the Student Discipline Policy, 5060, for regular education students shall be used with the following exceptions:

Whenever a 504 disabled student, or a student who is in the process of being evaluated, is considered for long-term suspension or expulsion, certain procedures must be followed. A suspension or expulsion for more than ten consecutive school days constitutes a significant change in placement which triggers due process requirements.

A series of suspensions, each fewer than ten school days, may create a pattern of exclusion that constitutes a significant change in placement. Among the factors considered in determining whether a series of suspensions results in a significant change of placement are the length of each suspension, the proximity of the suspensions to one another, and the total amount of time the child is excluded from school.

Short-Term Suspension

Generally, suspensions of up to ten school days are not considered changes in placement. The short-term suspension procedures required for regular education students are to be used for 504 disabled students as well. Because a series of suspensions may constitute a change in placement, if a student has been/is being suspended for six days (cumulative or consecutive), the knowledgeable group described below shall meet for each short-term suspension. A re-evaluation is not required but should be considered.

Long-Term Suspension/Expulsion

Section 504 of the Rehabilitation Act requires that a school district conduct a re-evaluation prior to a significant change in placement. The following procedures shall be used:

A "knowledgeable group" must first meet to determine, using appropriate evaluation procedures, whether the conduct is caused by the student's disabling condition.

Page 1 of 3 pages

[Administrative Regulation 5062]

1.   <u>The knowledgeable group shall be made up of at least three people including:</u>

    a.   The principal/assistant principal or designee;

    b.   A school counselor, social worker or curriculum specialist if the school has these personnel; if not, the school psychologist; and,

    c.   A person knowledgeable about the disabling condition, for example, school psychologist, counselor, special education teacher, nurse, classroom teachers or curriculum specialist.

2.   <u>Purpose of the meeting is to:</u>

    a.   Determine if the conduct is caused by the student's disabling condition and complete form 504–11 (Suspension Review Form).

    b.   If it is determined that the misconduct is <u>not</u> caused by the child's disability, the child may be excluded from school in the same manner as similarly situated non-disabled children are excluded; and

    c.   If it is determined the disabled child's misconduct <u>is</u> caused by the child's disability, an evaluation must be conducted to determine whether the child's current educational placement is appropriate. The Student Review Team shall convene within ten days to conduct the evaluation. The SRT should refer to the Administrative Regulation 6801, 504 Procedures at III. (D). <u>The SRT Evaluation Process</u>.

3.   <u>Documentation will consist of:</u>

    a.   A completed 504 Suspension Review Form (504–11), and

Page 2 of 3 pages

[Administrative Regulation 5062]

b. Suspension Letter - Make an extra copy for the Area Assistant Superintendent. These papers should be kept as a packet. The principal is responsible for compiling the packet. (See TUSD Board Policy 5061)

c. If the misconduct is caused by the disabling condition, documentation of the Student Review Team meeting and any change in accommodations shall be maintained on Form 504-8 (Accommodation Plan).

Exception

a. In an emergency situation where a student presents an immediate threat to himself or to others, staff may promptly adjust the placement or suspend the student for up to ten school days in accordance with student disciplinary procedures. A meeting of the knowledgeable group must be held as soon as is practicable.

The due process procedures (see Rules and Regulations for Board Policy 5060, page 2, Short-Term Suspension and page 6, Long-Term Suspension and Expulsion) must be provided as soon as practicable following the removal of a student under emergency conditions. Only under emergency conditions may due process be provided following the application of discipline.

b. Note that these procedures need not be followed for students who are disabled solely by virtue of being alcoholics or drug addicts with regard to offenses against school disciplinary rules as to the use and possession of drugs and alcohol.

Legal References: *Rehabilitation Act of 1973, Section 504*

Goss v. Lopez, 95 S. Ct. 727

Cross References: *Governing Board Policy 5060, Student Discipline*

Governing Board Policy 5061, Discipline of, and Alternative Interim Educational Placements for, Special Education Students

TUCSON UNIFIED SCHOOL DISTRICT
TUCSON, ARIZONA

Reviewed via Friday Report: September 17, 1999

Page 3 of 3 pages

[Administrative Regulation 5062]

Making the Grade Meeting

1. Current Set up
   a. Script – loads the shortcut and program
   b. Network MTG folder
   c. Shortcut desktop properties – Start in C but Target to H
   d. Default under initial opening and set up MTG application determines location of preferences files
   e. Mojave exports
   f. TUSD Stats exports
   g. Uploads to TUSD Stats (MTG setup affects length of time upload)

   Uploads to TUSD Stats depend on the length of the class and how you have Making the Grade set up. If you set up your MTG class for a full year by creating one MTG file and then resetting the range each quarter, you should see all of your uploads to TUSD Stats. (Each time you reset the range) If you create a new MTG class for each quarter for a year-long class, the uploads will replace the previous quarter and you may not see grades for the full year.

   h. Updates

2. Variables/Problems
   a. H-drive mapping is incorrect
   b. My Documents target is incorrect
   c. Network connectivity –.tmp file; lose shortcut
   d. Corrupt header
   e. Incorrect mtg extensions
   f. Lost grades – no teacher initiated backup, no network backup
   g. Unable to export/update classes
   h. Overwrite classes (due to naming/replacing the file when exporting)
   i. Multiple instances of preferences files
   j. Others as reported by techs

3. New Set up

4. Training
   a. On-site
   b. TS responsibility
   c. Edweb webpage
   d. Elementary vs. MS/HS
   e. Teacher backups

5. Legal Implications
   a. Student data
   b. Substitute Teachers
   c. Teacher and MTG Password Security
   d. Grade record requirements

Technology Services

TUSD

MS Office
Excel 2010- Formatting

Agenda

- ➢ **Participants Sign in**
- ➢

- ➢ **Introduction of Excel 2010**
  - o **Prepare an excel spreadsheet**
    - ▪ **Adding data to a spreadsheet**
    - ▪ **Widening Columns in Excel**
    - ▪ **Adding the Date Field**
    - ▪ **Adding formulas**
    - ▪ **Changing data alignment in cells**
    - ▪ **Number formatting - percent and currency**
    - ▪ **Changing font color**
    - ▪ **Shrink columns to show #####**
    - ▪ **Page Layout tab**
      - • **Print Area**
      - • **Print Titles**
    - ▪ **View tab**
      - • **Freeze Panes**
    - ▪ **Formulas**
      - • **Insert Date = today**
    - ▪ **Applying themes**
  - o **Navigate through and explain new tabs, drop down arrows and ribbons and how to do formatting using each.**

- ➢ **Participants**
  - o **Create another small workbook**
  - o **Self exploration- 15 minutes**
  - o **Prepare review spreadsheet**
  - o **Question/Answer period**