

**INSTRUCTIONAL LEADERSHIP ACADEMY**  
**Business Meeting**  
**TUCSON UNIFIED SCHOOL DISTRICT**

Thursday, October 3, 2013  
 8:00 a.m. – 11:30 a.m.  
 12:30 – 4:00 p.m.  
 Palo Verde Magnet High School  
 Cyber Café  
 1302 S Avenida Vega

*\*SharePoint Attachment*

**I. DISCUSSION/ACTION ITEMS**

1.	<i>*MTSS (Rtl) Handbook – Plan &amp; Expectations</i>	Steve	30 min
2.	<i>*GSRR - Guidelines for Student Rights and Responsibilities</i>	Brian Lambert	45 min
3.	<i>*301 Pay for Performance Plan</i>	Nicole Haan	15 min
4.	<i>*FLSA Knowledge &amp; Understanding Training &amp; Test</i>	Paula Stilwell	40 min
5.	<i>*Principal Evaluations &amp; Plans of Improvement</i>	Teri/Abel	45 min
6.	<i>*Student Assignment Training</i>	Sam B	15 min
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10.			
11.			
12.			

**II. INFORMATION ITEMS**

1.	EEF – Tax Credit	Pam Francis	5 min
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## Site Requirements under the USP in the area of Discipline

Building Requirements	USP Language
<p>All Administrators must share the roles of the teachers with their staff</p> <p>All Principals must share the roles and responsibilities with administrative team.</p>	<p><b><u>VI.E. 3 and 5.</u></b>  <i>By October 1, 2013, the District shall communicate to teachers their roles and responsibilities in creating and supporting positive classroom environments and schools.</i></p> <p><i>By October 1, 2013, the District shall communicate to administrators their roles and responsibilities in collaborating with faculty and staff to create and support inclusive classroom environments and schools and that a primary goal of this effort is to ensure that TUSD students are not subject to discriminatory disciplinary practices based on their race, ethnicity or ELL status.</i></p>
<p>All schools are required to hold an assembly with this USP-related information (PowerPoint) for students during the first semester. Every school must also conduct informational sessions (PowerPoint) for parents during the first and second semesters of each school year, beginning in SY2013-2014.</p>	<p><b><u>Section VI.D.2. :</u></b>  #  <i>“The District shall develop and deliver an informational program to assist students and parents in understanding their roles and responsibilities under PBIS, Restorative Practices and the GSRR; shall host student assemblies at each school to communicate positive core values and behavioral expectations, and to explain in an age-appropriate manner the GSRR, PBIS and Restorative Practices; and shall hold informational sessions for parents at least twice per school year at each school, which shall include information regarding PBIS, Restorative Practices and the GSRR, due process and appeal procedures, and guidance on how parents can make complaints about student discipline.”</i></p>
<p>Implement GSRR incorporating Restorative Practices and PBIS</p>	<p><b><u>VI.B.2.c.</u></b>  <i>All District schools shall implement the revised GSRR. Any disciplinary actions shall be aligned to the GSRR standards, and comport with Restorative Practices and PBIS.</i></p>
<p>Roles of the LSC (RPPSC)</p>	<p><b><u>VI.C.2.</u></b>  <i>The RPPSCs shall be responsible for assisting instructional faculty and staff to: (a) effectively communicate school rules; (b) reinforce appropriate student behavior; and (c) use constructive classroom management and positive behavior strategies. The RPPSCs shall also be responsible for (d) evaluating their school site’s behavior and discipline practices to ensure that they are language-accessible, and (e) working with site staff and the District-level RPPC to develop corrective action plans for administrators or certificated staff as necessary.</i></p>
<p>Teacher’s that engage in discriminatory practices will require the principal to take corrective actions.</p>	<p><b><u>VI.E.4.</u></b>  <i>If an individual teacher is failing to adhere to the District’s student discipline policies or practices as required under this Order, or is engaging in discrimination in such practices, or administering student discipline in a racially or ethnically disparate manner, the District shall require the principal to take appropriate corrective action.</i></p>
<p>Based on an analysis of data from each quarter Student Equity and Intervention along with the principal, and LSC at identified schools develop an action plan to ensure</p>	<p><b><u>VI.F.2.</u></b>  <i>The District shall collect, review, and analyze discipline data from each school on at least a quarterly basis. The data shall include the number of students receiving any exclusionary discipline consequence (i.e., detention, in-school suspensions, out-of-school suspensions, referrals to alternative placement, referrals for expulsion, and referrals to law enforcement), disaggregated by grade, teacher, school, ELL status, gender, and race and ethnicity. Based on this</i></p>

**Site Requirements under the USP in the area of Discipline**

<p>there is not a disparity in exclusionary discipline consequences.</p>	<p><i>analysis, the District shall work with the RSPPC and school administrators to develop corrective action plan(s) to ensure that exclusionary discipline consequences are not meted out in a manner that impermissibly targets or has a disparate effect on students of a particular race or ethnicity. If the data collected and reviewed suggests that any teacher or administrator at the school site is imposing discipline in a racially or ethnically disproportionate manner or otherwise contrary to District policy, the District shall, in conjunction with the principal, consider and take appropriate corrective action, including retraining or disciplinary action.</i></p>
<p>If the discipline data from each quarter indicates a school is successful. Jim Fish and Holly Colonna will examine whether or not the approach should be adopted by other schools.</p>	<p><b><u>VI.F.3.</u></b>  <i>If the data collected and reviewed indicates that a school has been successful in managing student discipline, the District RPPC shall examine the steps being taken at the school to determine whether the approach adopted by the school should be adopted by other schools within the District, and if the RPPC determines the approach should be replicated, the District RPPC will share the strategies and approach with the District to consider replication at other schools.</i></p>
<p>Each principal must meet at minimum monthly with the school discipline team (LSC, school administrators, teacher, and resource officers) to review the school’s discipline data and take any necessary action. LSC are expected to submit Monthly minutes of the school discipline teams before the last day of each month starting October 31, 2013.</p>	<p><b><u>VI.F.4.</u></b>  <i>The District shall require principals to meet on a regular basis (i.e., at least monthly) with the school-site discipline team (to be comprised of the RSPPC, school administrators, and selected teachers and school resource officers) to review the school site’s discipline data, discuss any school wide corrective action plans or action items, and explore ideas for improvement.</i></p>

## GUIDELINES FOR STUDENT RIGHTS AND RESPONSIBILITIES

SY13-14  
Changes to GSRR

Page No	Change	Description
5	Edited text (see numerous edits)	<p><b>Section A:</b></p> <p>1. <b>WHAT ARE THE “GUIDELINES FOR STUDENT RIGHTS AND RESPONSIBILITIES” AND WHY ARE THEY NEEDED?</b></p> <p>“When considering responses to violations, the District strives to keep students in the classroom whenever practicable. For all but the most severe offenses (Levels 4 and 5 in the “Action Levels” section of this document below), <b>exclusionary consequences</b> (“any disciplinary consequence that removes a student from classroom instruction, including, but not limited to, in-school and out-of-school suspension, placement in an alternative setting or program, and expulsion.”) must be limited to instances in which (a) the violation is a level 3, (b) student misbehavior is ongoing or escalating, and (c) only after the District has first implemented and documented that non-exclusionary interventions have been attempted. If exclusionary consequences are imposed, students will have fair due process that includes an opportunity to appeal (see Policy JK and accompanying regulations). For all offenses, disciplinary consequences must be paired with meaningful instruction and supportive guidance (e.g. constructive feedback and re-teaching) so students are offered an opportunity to learn from their behavior and, where practicable, offered an opportunity to continue to participate in the school community.”</p>
7 - 8	Edited text (numerous edits)	<p>1. <b>STUDENTS HAVE A RIGHT TO:</b></p> <p>a. Administrators who will:</p> <ul style="list-style-type: none"> <li>• model appropriate behavior and expect appropriate behavior from students and teachers</li> <li>• hold students and teachers accountable for student learning</li> <li>• expect parents to be collaborative partners regarding student achievement</li> <li>• work collaboratively with the Department of Student Equity and Intervention</li> <li>• host student assemblies (or other appropriate meetings) to communicate positive core values and behavioral expectations, and to explain the GSRR, Positive Behavioral Interventions and Supports (PBIS), and Restorative Practices (RP) in an age-appropriate manner</li> <li>• hold informational sessions for parents at least twice per school year at each school, which shall include information regarding GSRR, PBIS, RP, due process and appeal procedures, and guidance for making parent complaints about student discipline</li> <li>• make decisions regarding removing students and/or staff for safety reasons</li> <li>• discipline students in accordance with the GSRR</li> <li>• Consistently and accurately report discipline consequences for students into the database</li> </ul>
11	Edited text	<p>*NOTE: These dress guidelines represent the minimum standards. Individual <del>school sites</del> <u>schools</u> may adopt additional guidelines, <u>but may not apply exclusionary discipline without first giving the student an opportunity to address the alleged violation.</u> Students wearing inappropriate clothing to <del>school</del> are given an opportunity to change clothing or they will be released from school in the company of the parent/guardian. <u>Students who are unable to comply with the dress code may access TUSD’s clothing bank (520) 232-7058.</u></p>
12	Replaced title and text edited	<p><del>7. BULLYING, INTIMIDATION &amp; HARASSMENT</del></p> <p><b>8. STUDENT USE OF CELL PHONES AND ELECTRONIC DEVICES (POLICY JICJ)</b></p> <p><b>Reasonable efforts will be taken to secure property that has been confiscated</b> (i.e. lock the item in a drawer, take the item to the office to be secured in a locked area, etc.);</p>
15	Edited text	2. CONDUCT WHICH MAY BE REPORTED TO LAW ENFORCEMENT

Page No	Change	Description
		<p>Additionally, <del>the administrator</del> <b>Principals, Assistant Principals, or Designees</b> MAY report to law enforcement agencies other potentially disruptive incidents. <del>Such incidents</del> <b>when necessary to maintain safety. When appropriate, school officials should utilize supports and interventions that provide guidance and structure to the student and help them to improve their behavior without involving law enforcement. An administrator must immediately notify an Assistant Superintendent or Director, and the Department of Student Equity and Intervention, when law enforcement is contacted. Incidents that may be reported to law enforcement when necessary to maintain safety</b> include, but are not limited to, the following:</p> <p>Possession, sale or distribution of dangerous substances, including alcohol, tobacco or legal drugs            Demonstration by students which is likely to create unsafe conditions  <del>Threats</del> Setting off a false fire alarm <del>Threats</del> Assault Bomb threats Vandalism</p>
16	Edited text	<p>4. DUE PROCESS FOR STUDENTS WITH 504 PLANS OR IEPs            (See DUE PROCESS FOR STUDENTS WITH 504 PLANS OR IEPs for addition and numerous text edits)</p>
17	Edited text	<p>5. OUT OF SCHOOL SUSPENSIONS            *All suspensions are reviewed, and may be revised, by the Dep't of Student Equity and Intervention.            (See OUT OF SCHOOL SUSPENSIONS for numerous text edits)  <b>Short Term Suspension: However, principals may take this action only after they have identified, implemented, and documented appropriate behavior interventions for a reasonable duration.</b></p>
18	Edited text	<p>56. ABEYANCE CONTRACTS (<del>POLICY REGULATION</del> JK-R4)            (See ABEYANCE CONTRACTS for numerous text edits)  <b>The term of the abeyance contract may not exceed the maximum suspension term for the offense level. If a student violates his/her abeyance contract with a suspendable offense, the student must serve the remaining term of the initial offense plus the suspension for the additional offense.</b></p>
19	Edited text	<p><b>810. EXPULSION</b></p> <p><b>Expulsions will only be recommended for Level 5 violations.</b> Expulsion is defined as the permanent withdrawal of the privilege of attending a TUSD school unless the Governing Board reinstates the privilege. A principal may or, in some cases, must request that the Superintendent recommend to the Governing Board the expulsion of a student. This is the most serious disciplinary step available. As part of its decision to expel, the Governing Board may permit the student to apply for readmission through the Office of Student Equity <b>and Intervention</b> after any period of time it may set. The Governing Board, or designee, may establish further conditions within the readmission process with which the student must comply prior to their admission to the instructional process. During the term of the expulsion, the student is to remain away from all Tucson Unified School District schools and activities. If it is necessary to come to a school, the student must make prior arrangements with the principal or principal's designee.</p> <p><del>9.</del>  <u>Students with disabilities eligible under IDEA will continue to be offered educational services, although in an alternative setting.</u></p>
20	modification	<p><b>Maximum OSS for a level 4 violation is 30 days</b></p>
30	modificaiton	<p>Possession of a simulated firearm was changed from a <b>level 4 to a level 3</b>-if the simulated firearm is used to threaten or intimidate the violation will be a level 4</p>

# INSTRUCTIONAL LEADERSHIP ACADEMY

## Business Meeting

### TUCSON UNIFIED SCHOOL DISTRICT

Thursday, December 5, 2013

8:00 a.m. – 11:30 a.m.

12:30 – 4:00 p.m.

Palo Verde Magnet High School

Cyber Café

1302 S Avenida Vega

*\*SharePoint Attachment*

#### I. DISCUSSION/ACTION ITEMS

	Presenter	Time
1. Superintendent's Update	Dr. Sanchez	30 minutes
2. Principal Calendar	Dr. Sanchez	15 minutes
3. <i>*GSRR Training</i>	Dr. Sanchez	30 minutes
4. <i>*Budget Training</i>	Yousef Awwad & Jose Figueroa	30 minutes
5. <i>*Purchasing Training</i>	Kevin Startt	30 minutes
6. <i>*Substitutes and Sub Finder System</i>	Yousef Awwad & Pam Palmo	15 minutes

#### II. INFORMATION ITEMS

1. <i>*Curriculum Audit School Visits (Jan 27-31)</i> <ul style="list-style-type: none"> <li>☉ <i>Teacher Interviews</i></li> <li>☉ <i>Staff Interviews</i></li> <li>☉ <i>Parent Interviews</i></li> </ul>	Dr. Vega	10 minutes
2. Winter Break	Yousef Awwad	5 minutes
3. Media Tips	Cara Rene	10 minutes
4. Student Enrollment, the USP and Oversubscribed Schools	Bryant Nodine	5 minutes
5. Elementary & Secondary Specific Information	Teri, Abel	10 minutes