
From: Brown, Charlotte
Sent: Thursday, September 12, 2013 8:04 AM
To: Morado, Abel; Melendez, Teri
Cc: Fish, James; Brown, Samuel; Lambert, Brian; Faras, Nonie
Subject: FW: Friday Communiqué

[Attached is the attachment](#)

From: Brown, Charlotte
Sent: Wednesday, September 11, 2013 4:22 PM
To: Morado, Abel; Melendez, Teri
Cc: Fish, James; Brown, Samuel; Lambert, Brian
Subject: Friday Communiqué
Importance: High

Pursuant to the USP, attached are two documents communicating the roles of teachers and administrators. All Administrators must share the roles of the teachers with their staff. We ask that you add the documents to the Friday communiqué. If you have any questions, please contact Charlotte Brown or Brian Lambert in Student Equity and Intervention at 225-6294.

By October 1, 2013, the District shall communicate to teachers their roles and responsibilities in creating and supporting positive classroom environments and schools.

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.

Charlotte Brown

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A teacher's role and responsibilities in creating and support positive classroom environments and schools.

Teachers shall

- A. Define, teach, model, and consistently apply positive behavior approaches inside and outside the classroom*
- B. Acknowledge and reinforce appropriate and positive student behavior*
- C. Provide constructive feedback to students when behavior concerns arise, and use positive feedback and skill building to address all low level misbehaviors*
- D. Work with relevant school and District personnel to ensure that appropriate intervention techniques have been attempted before referring a student to the school site discipline administrator*
- E. Participate in trainings to build and sustain a positive school climate and to reduce and address racial and ethnic disparities in the administration of school discipline*
- F. Regularly enter, upload, read, and respond to data via Mojave*
- G. Utilize data in collaboration with school site and District administration to monitor student behavior*
- H. Respond appropriately to data outcomes, particularly where data show disparities in the administration of consequences on any prohibited basis, including participating with supervisors in the development of correction action plans*

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.

An Administrator's role and responsibilities in creating and support positive classroom environments and schools

Administrators shall

- A. Collaborate with faculty and staff to create and support inclusive classroom environments and schools. The primary goal of creating and supporting an inclusive environment is to ensure that students are not subject to discriminatory disciplinary practices based on their race, ethnicity or ELL status.
- B. Ensure that PBIS, Restorative Practices and the GSRR are communicated, advocated, and modeled to the school community
- C. Provide training and support for administrators and certificated staff on Restorative Practices and PBIS
- D. Ensure effective recording, collecting, and utilization of student behavior and discipline data
- E. Regularly (*i.e.*, at least monthly) evaluating classroom- and school-level behavior and discipline data to assist in decision-making at all levels, from individual student needs to needs for the school site
- F. Assemble teams with appropriate certificated staff and parent(s) to address next steps for a student engaging in ongoing and escalating misbehavior in spite of appropriate intervention
- G. Consistently and fairly applying the GSRR to ongoing and escalating student misbehavior
- H. Ensure that parent(s) are included in all major decisions related to student behavior and discipline.