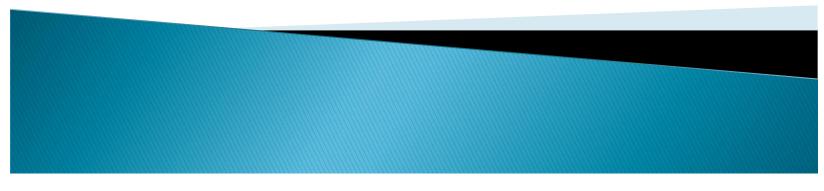
Information by type of training, location held, number of personnel who attended by position, presenter(s), training outline or presentation, and any documents distributed. Copies of outlines, presentations, and/or documents distributed are provided throughout Appendix 74.

Type of training; general description, length	Location held/ Dates	Number of personnel who attended, by position	Presenter(s)	Outlines, presentations, and/or documents distributed
USP: PBIS #1 – Getting Started for Learning Supports Coordinators (LSC's) will learn to how to: Form a PBS planning and implementation team at their site Develop school-wide procedures/expectations Develop behavioral expectations (matrix) [2.5 hours]	TUSD Maroon Room- 10/14/13 12/9/13 TUSD Blue Room- 9/16/13	6 Classified 3 Admin 36 Certified	Bethanne Counts Karen Ward	See Attached
USP: PBIS #2- LSC's will learn to how to design a consequence system for reducing inappropriate behavior with a focus on interventions. [2 hours]	TUSD Blue Room- 10/15/13 TUSD Maroon Room- 12/13/13	6 Classified 1 Admin 29 Certified	Bethanne Counts Karen Ward	See Attached
USP: PBIS #3- Using Data Effectively for LSC's	TUSD Maroon Room- 1/13/14	5 Classified 1 Admin 28 Certified	Bethanne Counts Karen Ward	See Attached
Restorative Practices	TUSD Blue Room 9/10/13	Unknown	Tsuru Bailey-Jones	See Attached
GSRR/PBIS/RP	Palo Verde 10.03.13 12.5.13	Principals and APs	Brian Lambert, Charlotte Brown, Jim Fish	See Attached

Why PBIS?



PREDICTABLE CONSISTENT POSITIVE SAFE



Appendix VI-25 p. 2

PREDICTABLE-CONSISTENT-POSITIVE-SAFE

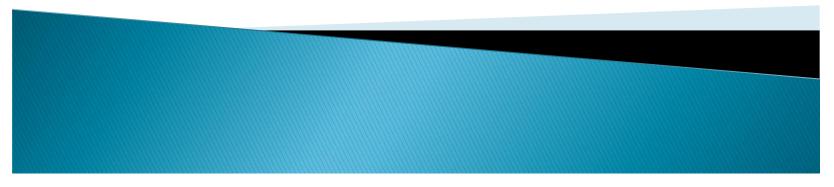
How do we achieve this kind of school culture?



ACTIVITY

How do we achieve this kind of school culture? (predictable, consistent positive and safe)

<u>What needs to happen? What would your</u> <u>school look like? How would we know it is</u> <u>working.</u>



Appendix VI-25 p. 4

Characteristics of PBIS George Sugai and Brandi Simonsen Center for PBIS and Center for Positive Behavioral Interventions and Supports, University of Connecticut

- I. The PBIS framework is based on student outcomes
- Adoption of evidence and research-based practices
- 3. Consistent with the response-tointervention
- 4. The effective, efficient, and relevant use of data or information to guide decision-making

Think about your school and go to each poster and write what you already have in place that shows each of the words working effectively at your site.



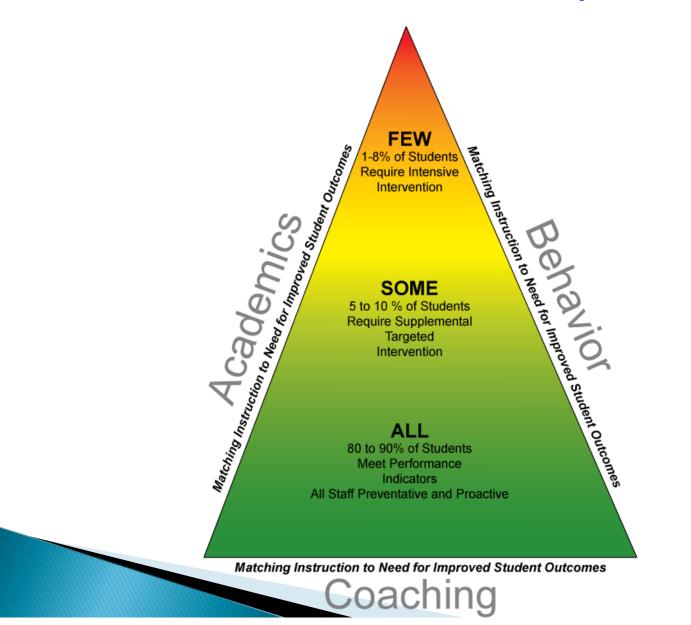


WHY DO SCHOOLS NEED PBIS?

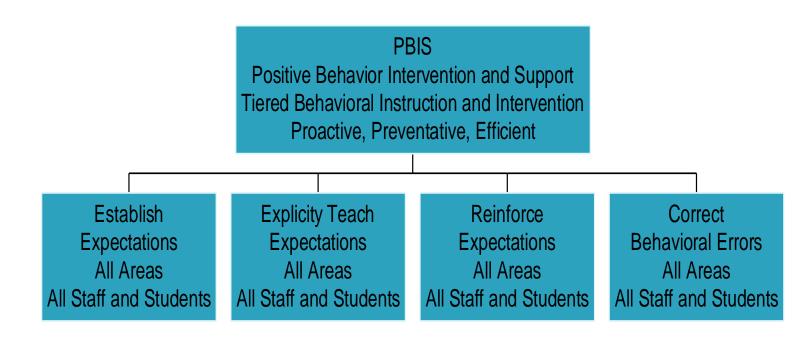
The goal is to:
 Reduce office referral rates
 Improve attendance and school engagement
 Improve academic achievement
 Reduce dropout rates
 Improve school climate



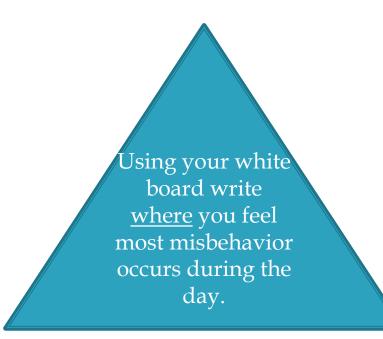
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4 Components of PBIS









EVIDENCE-BASED INTERVENTION PRACTICES

SCHOOL-WIDE

- 1. Leadership team
- 2. Behavior purpose statement
- 3. Set of positive expectations & behaviors
- 4. Procedures for teaching classroom-wide expected behavior

5. Continuum of procedures for encouraging expected behavior6. Continuum of procedures for

discouraging rule violations

7. Procedures for on-going data-based monitoring & evaluation

CLASSROOM

- 1. All school-wide
- 2. Maximum structure & predictability in routines & environments
- 3. Positively stated expectations posted, taught, reviewed, prompted, and supervised.
- 4. Opportunities to respond and do well academically
- 5. Continuum of strategies to acknowledge displays of appropriate behavior.
- 6. Continuum of strategies for responding to inappropriate behavior.

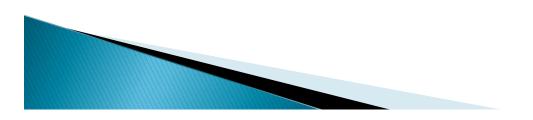


INDIVIDUAL STUDENT

- I.Behavioral competence at school & district levels
- 2.Function-based behavior support planning
- 3.Team-& data-based decision making
- 4.Comprehensive person-centered planning & wraparound processes
- 5.Targeted social skills & self-management instruction
- 6.Individualized instructional & curricular accommodations

NONCLASSROOM

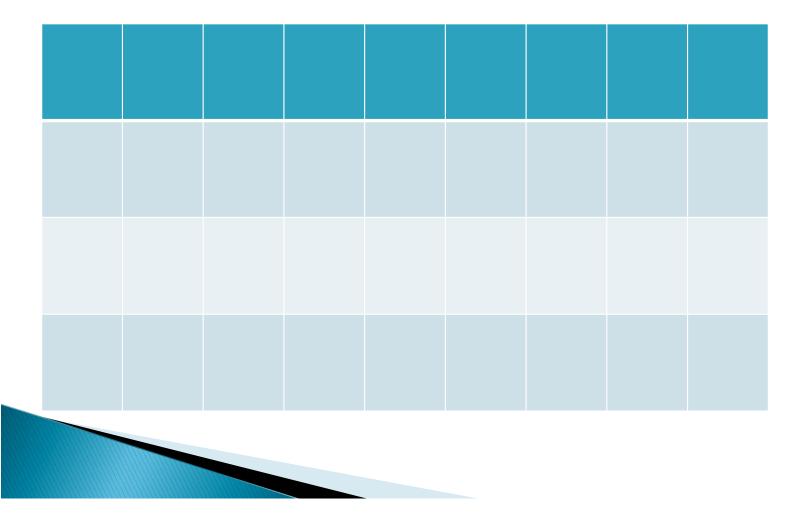
- I.Positive expectations & routines taught & encouraged
- 2.Active supervision by all staff (Scan, move, interact)
- 3.Precorrections & reminders
- 4.Positive reinforcement



FAMILY ENGAGEMENT

- 1. Continuum of positive behavior support for all families
- 2. Frequent, regular positive contacts, communications, & acknowledgements
- 3. Formal & active participation & involvement as equal partner
- 4. Access to system of integrated school &
- Community resources

CREATE A MATRIX



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KEEP IN MIND

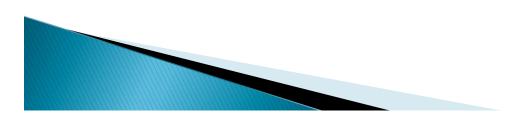
You will want your expectations to be:

- No more than 5
- & Keep it simple
- Positively stated
- Be specific
- Observable, Measurable
- Publicly Post in a prominent place (in other words everywhere)



TIPS FOR A GOOD MATRIX

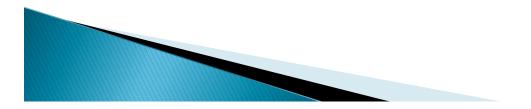
- SOMETHING THAT IS EASY TO CATCH ON TO
- SOMETHING THAT SHOWS SCHOOL SPIRIT
- KEEP IT RATHER SHORT (4 OR 5) WORDS
- SCHOOL LOGO
- NAME OF SCHOOL (IF IT IS SHORT)
- SOMETHING THAT ALL AGES UNDERSTAND



ACKNOWLEGEING POSITIVE BEHAVIOR

Go to the yellow paper on the wall and write down rewards for positive behavior

Be creative Be sensitive to what students would enjoy Be fun



THANKYOUSO MUCHFORA LOVELYLEARNING OPPORTUNITY!



Appendix VI-25 p. 20

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ر الذي ر الذي	Zaurse Admini	ma 🖡 (ar ang 🎄 🖥 gray, arm.		
<u>ب</u>	Section Attendance	SUGUUN Maria		
•	#:	11422		
	Title:	USP: PBIS #1 - G	etting Started for Learning Supports	Coordinators
	Clock Hours:		Hours General	<u>9/19/15</u> -
		Staff Developmer	nt 2.5 \$0.00	and an a de
	Section #:	14034		autored alock hours of attendaying in portal
	Section Title:	USP PRIS #1 for	Learning Supports Coordinators	of attendance
				int falls to a
	Start Date:	09/16/2013		and the second
	End Date:	09/16/2013		
	Maximum Number of	30		•
	Participants:			
	Current Date:	Monday Septembe	er 16, 2013	
	Name	Position	District / School	2:00 PM - 4:30 PM
	Amundson, Cindy	Administrator	Project M.O.R.E.	Unsternenllon_
	Arvayo, Sonia	Certified Staff	Holladay Intermediate Magnet Sci Van Buskirk Elementary School	hool Jonea Amance
	Batty, Emma	Certified Staff	Kellond Elementary School	AMARTAN
	Datty, Emina	oortined otan	Reford Elementary Concer	
	Burrola, Andres	Certified Staff	Tucson Magnet High School	Bund
		•		() (T)
	Calkins, Sandra V	Certified Staff	Banks Elementary School	flende len
	Campillo, Marisela	Certified Staff	Hollinger Elementary School	NO Canada
	v		-	
	Carmona, Alma	Certified Staff	Mary Belle McCorkle PreK-8	(Utilla levena
	Carranza, Maricella	Certifled Staff	Drachman Elementary School Lawrence Intermediate	DMaucella Consum
			-	Mancella Carrunz
	Clayton, Karen	Certified Staff	Magee Middle School	the the
	Davis, Sean	Certified Staff	Pistor Middle School	
	Cow Eileen	Certified Staff	Tolson Elementary School	Filma (Sa)
	Gow, Eileen	Certineu Stall	colson Elementary School	MARCAUL

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Sahuaro High School

Certified Staff

Harris, Jessica Hickman, Nina Karn, Jason Lovegren, Kellin McNally, Kimberly Milligan, Janet Moreno, Patricia Ojeda, Patricia Ottley, Ruth Paquette, Karen Rikli, Sharon Rodriguez-Quihu, Elizabeth Salcido, Marisa Schmidt, Tamara Valenzuela, Andrea Worthington, Evan

Certified Staff	Carrillo Intermediate Magnet School Pueblo Gardens Elementary School
Certified Staff	Palo Verde Magnet High School
Certified Staff	Booth/Fickett Magnet Scool
Classified Staff	Wheeler Elementary School
Certified Staff	Cragin Elementary School Sewell Elementary School
Classified Staff	Oyama Elementary School
Certified Staff	Doolen Middle School
Administrator	Miles E.L.C.
Certified Staff	Bloom Elementary School Hudlow Elementary School
Certified Staff	Catalina Magnet High School
Certified Staff	White Elementary School
Certified Staff	Borman Elementary School Soleng Tom Elementary School
Certified Staff	Catalina Magnet High School
Certified Staff	Tucson Magnet High School
Certified Staff	Hughes Elementary School

Masi, Gil V ISC Miller Stewart, Caroline LSC Rose Noore-Renden, King LSC Ochon

- Kan

Agenda for Positive Behavioral Intervention Supports For Learning Support Coordinators Session 2-December 13, 2013

Review

Matrix

What does it look like at your school?

- 1. School Wide approach
- 2. Common language
- 3. Focusing on positive behavior
- 4. Check the language on your matrix to be sure that it is all positive.
- 5. Remember to create a system for new students.
- 6. Assembly to "kick off" PBIS

Group work

• Come up with ways to acknowledge appropriate behavior.

Level of Behavior

Consequences

• Look at the Referral System already in place. Is there room for PBIS?

Think Time

Planning with your team

- Periodic PBIS Team meetings
- Staff Feedback
- Promotion and program evaluation-ongoing

Develop Plan for Recognizing Appropriate Behaviors

There are various ways to acknowledge appropriate behaviors for individuals, a class and school wide. The following are some suggestions:

- Consistent praise and recognition.
- Coupons or slips given immediately to students when appropriate behavior is displayed. The coupons are redeemed for a prize. The coupons are given out to students by any/all school staff, teachers, administrators.
- Pizza/popcorn parties for students or classrooms demonstrating that they are following the PBS program rules.
- Visits to the principal's office for special prizes or bumper stickers reinforcing positive behaviors.
- Awards assemblies celebrating student of the month and positive role models who demonstrate exceptional positive behaviors.
- Awards assemblies celebrating perfect daily, weekly, or quarterly attendance for individuals or a class.
- School newsletters and/or individual certificates announcing winners who demonstrate PBS program expectations.
- Evening community presentations to family and friends to celebrate students who display behaviors reinforcing the PBS model.

Systems for Reducing Inappropriate Behavior

There are three levels of consequences for students who are not following the Bear Care Expectations.

1st **Consequence:** Warning – referral to the Bear Care Rules and reminder. (Example: "Alex, please remember to act safely. I need you to sit down on your chair." Teachers have been trained to use positive language.)

2nd Consequence: Think Time - If a student continues to do the same inappropriate behavior, the teacher will send him/her to a buddy teacher's classroom. This is a pre-designated teacher. In the buddy classroom the teacher is given a pass by the students. The students sit down at a pre-designated place in the classroom. This desk is placed where there are the least amount of distractions. The student will fill out a Think Time form. They are to write what they did, what rule they broke, and how they will change their behavior when they return to their classroom. The buddy teacher checks to see that the form is filled out in a sincere meaningful manner. If the form is satisfactory, the buddy teacher will ask if the student is ready to return to their own class. If the student is not ready to return, they are to go back to the Think Time desk until they are ready. The only interaction with the student is checking the form. The buddy teacher's classroom should not be interrupted. If the student is too angry to fill out the form, they just wait at the Think Time desk until they are ready.

3rd Consequence: Office referral – If the student still does not comply after two times of Think Time, the student is sent to the office. When the principal sees the student, he/she finds out what the misbehavior was, and refers back to the Bear Care Rules. The student is asked what an appropriate consequence would be for the offense. The principal determines what consequence the student will receive. The student's parents are called and informed about the behavior. It is recommended to have established what consequence matches the exhibited behavior.

Interventions: For the small percentage of students who do not respond to the PBS expectations, rewards and consequences, we started a Check-in, Checkout program in year three. Once a student has had multiple office referrals, and has had a parent, teacher or principal conference, and still continues to misbehave, the student is referred to the Check-in/Check-out program. The student is paired with a staff member, and the student checks in with that staff member on a daily basis. Students also carry a form with them so that they are rated on their behavior for various parts of the day, according to the PBS rules. At the end of the day, they must check-out with that staff member. The hope is that the student develops a relationship with a caring staff member so that they will want to change the current behavior to positive behavior. Students may receive a reward if they earn a certain amount of points in a week.

Here are a few forms that may help you.

Lynn/Urquides Coyotes Referral Behavior Levels

Level 1	Level 2
Non-Referral Behaviors	Possible-Referral Behaviors
(taken care of by teachers/staff	(taken care of by teachers/staff –
on the spot)	referral optional)
 Running Talking out of turn Loud voices Not staying on task Attention-seeking Annoying others Out of uniform 	 Interrupting learning Defiance Ignoring adults Ignoring/breaking rules Disrespecting others Stealing
Level 3	Level 4
Mandatory-Referral Behaviors	Removal- Referral Behaviors
(referral to the office ASAP- meeting	(The referral slip and the student go
with student/administrator must occur	to office - immediate meeting with
and parent contacted)	administrator and parents)
 Continual disrespect Repeated stealing Increasing defiance Continued disruption of class Inappropriate language/behavior 	 Behaviors that damage property Intensifying inappropriate language Running from class All threats to the safety of self and/or others

* Students may not be sent to office without reaching Level 3 or 4 and without a referral slip

* 3 or more referrals within a week will result in attending Saturday School

,

tudent Name:	Date:
tudent's Teacher:	
Rule Violated:	Behavior
Respectful	Harmful Behavior (specify)
Responsible	Non-compliant
Ready to Learn	
Location:	Littering/Vandalism
Classroom/Library	Other:
Playground Cafeteria Bathroom Hallways/Transitions Arriving/ Leaving Other: Other: Arriving/ Leaving Arriving/ Leavin	Behavior Correction Steps: • Student complete Coyote Pride Problem Worksheet • Name problem behavior • Positively state the rule and expected behavior • Ask student to tell/show the rule and expected behavior • Acknowledge appropriate behavior • Complete Referral Slip • Give Referral to homeroom teacher

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		Teacher	
Date Room No		Given by	
Rule Violated:		Behavior:	
Being safe		Fighting or threatening to fight*	
 Being responsible Being respectful 	// · · · · ·	U Weapon or substance at school*	
Being ready to learn		 Damaging property* Inappropriate language* 	
a Being ready to reach		 Inappropriate ranguage Harassment or bullying* 	
Location:		G Forgery or theft*	
		3 Days tardy	
□ Arriving or	Library	3 Discipline tickets	
leaving school Classroom	Hallways Restroom	Disrespectful attitude	
Playground	Computer Lab	□ Not completing work	
Cafeteria	Compator Eac	Other	
Comments:			
Comments:		 Parent Contact – After 1 referral Parent Conference – After 3 referrals 	
Comments:		Parent Contact – After 1 referral	
Comments:		 Parent Contact – After 1 referral Parent Conference – After 3 referrals 	
Comments:	at 2:15 – 2:45 p.m. in	 Parent Contact – After 1 referral Parent Conference – After 3 referrals In-House Suspension 	
Comments:	at 2:15 – 2:45 p.m. in	 Parent Contact – After 1 referral Parent Conference – After 3 referrals In-House Suspension 	

10. POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS; RESTORATIVE PRACTICES

Positive Behavioral Interventions and Supports ("PBIS") is an evidence-based, proactive, data driven framework that includes a range of tiered interventions designed to prevent problem behavior while teaching socially appropriate behaviors. The focus of PBIS is creating and sustaining school environments for all students in which appropriate behavior is supported and problem or disruptive behavior is redirected. This culture is created by

- Defining and teaching behavioral expectation
- Monitoring and acknowledging appropriate behavior
- Providing corrective and appropriate consequences for behavioral errors
- · Providing appropriate services for students who need additional behavioral supports
- Using a team-based management system to oversee the PBIS program
- Using referral data for problem solving

Restorative Practices is an approach that seeks to develop good relationships and restore a sense of community. Restorative Practices: focuses on repairing harm caused by an offending behavior, while holding the wrongdoer accountable for his/her actions; provides an opportunity for the affected parties (victim, wrongdoer, and community) to identify and address their needs as a result of the offending behavior, and make amends or find a resolution; and surrounds the affected parties with a community of care, in which all parties share in the resolution of the problem.

In schools, Restorative Practices provides a proactive approach for building a community of care based on collaboration, mutual understanding, and reciprocated respect. This process holds students accountable for their actions while, at the same time, building a caring school environment. Attention is given to the victim and the wrongdoer, whether they are student or staff. Restorative Practices allows wrongdoers an opportunity to rejoin the school community after they have made amends. See Section D(8) below for a description of Restorative Practice strategies that may be used by sites.

All sites shall have or share a Restorative and Positive Practices Site Coordinator ("RPPSC"). A school's learning supports coordinator may be designated to serve as the RPPSC for the site. 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, positive behavioral interventions and supports, and restorative practices strategies.

Systems for Reducing Inappropriate Behavior

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3rd Consequence: Office referral – If the student still does not comply after two times of Think Time, the student is sent to the office. When the principal sees the student, he/she finds out what the misbehavior was, and refers back to the Bear Care Rules. The student is asked what an appropriate consequence would be for the offense. The principal determines what consequence the student will receive. The student's parents are called and informed about the behavior. It is recommended to have established what consequence matches the exhibited behavior.

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	· · · · · · · · · · · · · · · · · · ·
Level 1	Level 2
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(taken care of by teachers/staff	(taken care of by teachers/staff –
on the spot)	referral optional)
Running	Interrupting learning
Talking out of turn	Defiance
Loud voices	• Ignoring adults
• Not staying on task	• Ignoring/breaking rules
• Attention-seeking	• Disrespecting others
Annoying others	• Stealing
• Out of uniform	
L	T and A
Level 3	Level 4
Mandatory-Referral Behaviors	Removal- Referral Behaviors
(referral to the office ASAP- meeting with student/administrator must occur	(The referral slip and the student go
and parent contacted)	to office - immediate meeting with administrator and parents)
Continual disrespect	Behaviors that damage
Repeated stealing	property
 Increasing defiance 	 Intensifying inappropriate
 Continued disruption of class 	language
 Inappropriate 	Running from class
language/behavior	• All threats to the safety of self and/or others

* Students may not be sent to office without reaching Level 3 or 4 and without a referral slip

* 3 or more referrals within a week will result in attending Saturday School

School wide Behavior Support and Discipline Policy:

The school has adopted a behavior leveling system, which determines behavior that is inappropriate in the school and classroom environment. The leveling of inappropriate behaviors allows the teacher and principal to evaluate the seriousness of the behavior and take proper action to rectify the situation or behavior.

For each level of behavior there is a consequence that will be implemented. The levels and consequences are the following:

Level I Behavior Level I Consequences Students who engage in Level I Level I behaviors are minor rule behaviors may be asked to identify violations the inappropriate behavior and that will result in an immediate describe the appropriate verbal replacement behavior at staff correction with a possible discretion. consequence. • Running in Verbal Correction building/walkways • Unsafe/rough play Loss of Privileges • Littering Detention Spitting • • Electronic walkman, video Redirection games at school • Unexcused tardy Time out • Failure to follow Clean up duty classroom/playground rules • Disruption of instruction Apology Noncompliant/uncooperativ e behaviors • Disruptive transitions during lunch, bus, recess, instruction and etc. • Non-directed profanity (swearing) • Out of assigned area

Level II Behaviors

Level II behaviors are more serious in nature. Level II behaviors will result in an immediate verbal correction, a logical consequence and a written behavior report that is signed by teacher and the student.

- Chronic Level I behavior
- Cheating
- Promoting gang activity
- Unexcused absence
- Play fighting

Level III Behaviors

Serious fighting, harassment, and verbal abuse violate the dignity, well being, and safety of another person. These behaviors will bet be tolerated and will result in suspension from school. Other Level III behaviors may result in suspension but may also be corrected using a variety of logical consequences.

- Chronic Level II behavior
- Stealing
- Fighting/assault/physical aggression
- Vandalism
- Possession of weapon on school grounds
- Possession/under influence of illegal substance (alcohol, tobacco and drugs)
- Intimidation/verbal threats
- Harassment
- Verbal abuse/directed profanity to others

Level 11 Consequences

Students who engage in Level II behaviors will be asked to identify the inappropriate behavior and describe the appropriate replacement behavior. The incident will be documented using a Behavior Report Form, which will be signed and discussed by the teacher and student.

- Verbal correction
- Loss of privileges
- Detention
- Behavior contract
- Teacher/student conference
- Time out
- Clean up duty
- Apology

Level III Consequences

Students who engage in level III behaviors will be referred to the principal for immediate corrective action. After consulting with the parents and appropriate school personnel the principal will issue appropriate consequences and facilitate correction action designed to help the student improve his/her school behavior.

- Principal/Parent Conference
- Suspension from school
- Parental escort at school
- In-school Suspension
- Loss of Privileges
- Restitution
- Behavior contract
- Expulsion from school
- Police Involvement

tudent Name:	Date:		
tudent's Teacher:	Time:		
liven By:	······································		
Rule Violated:	Behavior		
Respectful	Harmful Behavior (specify)		
Responsible	Non-compliant		
Ready to Learn	Language		
Location:	Littering/Vandalism		
Classroom/Library	Other:		
Playground			
Cafeteria	Behavior Correction Steps: Student complete Coyote Pride		
Bathroom	Problem WorksheetName problem behavior		
Hallways/Transitions	Positively state the rule and expected behavior		
Arriving/ Leaving	 Ask student to tell/show the rule and expected behavior 		
Other:	 Acknowledge appropriate behavior Complete Referral Slip Give Referral to homeroom teacher 		
Office Use > Disposition/date:	Office > Referral entered date:		
File Only			
Student Conference	Notes:		
Parent Contacted			
Parent Conference	Contraction of the second		

· .	SCHOOL DIS	CIPLINE REFERRAL	. •	
Name		Teacher		
Date Room No		Given by		
Rule Violated:	· · ·	<u>Behavior:</u>		
 Being safe Being responsible Being respectful 		 Fighting or threatening to fight* Weapon or substance at school* Damaging property* 		•
Being ready to learn Location:		 Inappropriate language* Harassment or bullying* Forgery or theft* 3 Days tardy 		
 Arriving or leaving school Classroom 	 Library Hallways Restroom 	 3 Discipline tickets Disrespectful attitude Not completing work 		
 Playground Cafeteria 	Computer Lab	C Other	·	. '
Comments:	<u> </u>			-
		······································	· · · · · · · · · · · · · · · · · · ·	- -
1	•			
Staff Use: File only Student Conference Lunch Detention		 Parent Contact – After 1 referral Parent Conference – After 3 referrals In-House Suspension 	,	
Apology Letter Community Service		In-riouse Suspension		
 After school detention on Suspension for days 	at 2:15 – 2:45 p.m. in i	room		
Parent Signature:		Date:		

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Problem	Solving Fo	orm - Primary

Name: ______Sending Teacher: ______ Receiving Teacher: ______ Arrival Time: _____ Departure Time: _____

Respectful

Date:

Responsible

Ready To Learn

1. What was your behavior?





Bad Language

Other:



Fighting (Aggression)



Not Following Directions

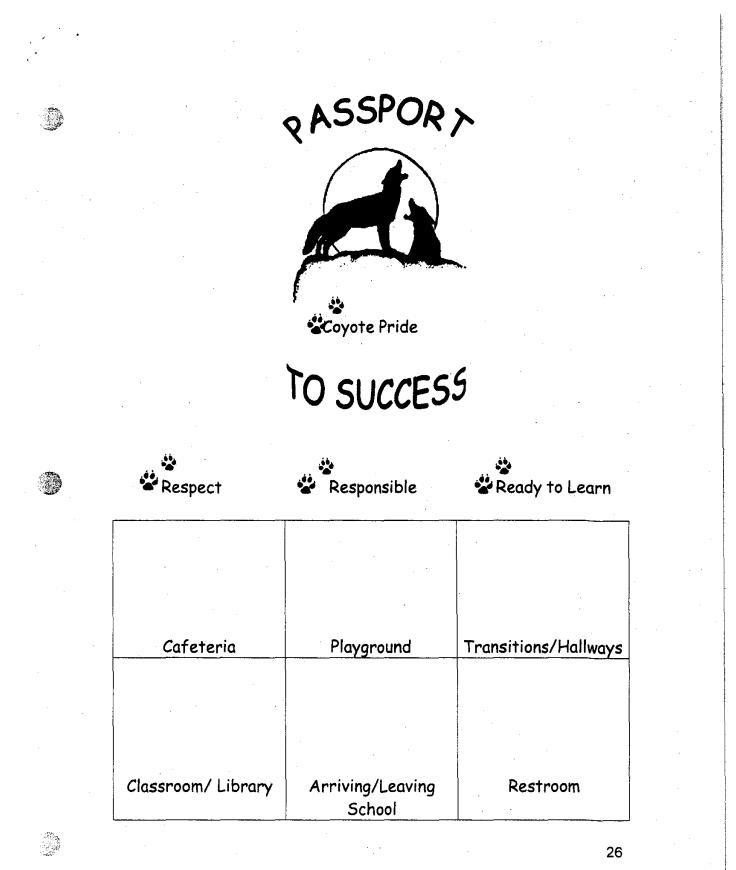
2. How would you solve the problem by using another strategy if it were to happen again? (Draw a picture or write)

3. What behavior do you need to display when you go back to your classroom? Do my work Listen Get Along with Others Use Good Language 4. Will you be able to do it? YES NO Additional Comments: 31

Coyote Pride Problem Solving Form

me:	Date:
nding Teacher:	
ceiving Teacher:	Respectful
rival Time: parture Time:	Responsible Ready To Learn
	Ready To Learn
1. What was your behavior?	
2. How would you solve the problem by using again?	
3. What behavior do you need to display when	n you go back to your classroom?
	· · ·
	· · · · · · · · · · · · · · · · · · ·
4. Will you be able to do it? Yes N	No I need to see the teacher
 4. Will you be able to do it? Yes N Additional Comments: 	No I need to see the teacher
	NoI need to see the teacher
	No I need to see the teacher
	NoI need to see the teacher

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Professional Learning Portal- TrueNorthLogic - Empower | Engage | Enlighten

Course Administration

Section Attendance

,	#:	11465		
	Title:	USP: PBIS #2 - Implementation for Learning Supports Coo	rdinators	
	Clock Hours:		Hours	General
		Staff Development	2.0	\$0.00
	Section #:	14185		1 a Male
r	Section Title:	USP: PBIS #2 for Learning Supports Coordinators	. /	A
	Start Date:	12/13/2013	l n	ternillen
	End Date:	12/13/2013	/ V	town
	Maximum Number of Participants:	20	. /)	all selo
	Current Date:	Friday December 13, 2013		" Por a
	Course Sign in Sheet Information:	· · · · ·		WIL
	Section Sign in Sheet Information:		$\sim $	

Name	Position	District / School	8:00 AM - 10:00 AM
Daniel, Kim	Certified Staff	Tucson, Rose Elementary School	t-An-
Gunnels, Kathryn	Certified Staff	Tucson, Curriculum, Instruction and Professional Learning Tucson, Rincon High School	Allyn Al
Knippen, Dustin	Certified Staff	Tucson, Carson Middle School Tucson, Secrist Middle School	
McGlory, Dinah	Certified Staff	Tucson, Booth/Fickett Magnet Scool Tucson, Santa Rita High School	Allfell any
McNally, Kimberly	Classified Staff	Tucson, Utterback Magnet School Tucson, Schumaker Elementary School Tucson, state Tucson, Wheeler Elementary School	f.My
Paquette, Karen	Certified Staff	Tucson, Bloom Elementary School Tucson, Hudlow Elementary School Tucson, Office of Prevention Education	
(HILL) Schmidt, Tamara	Certified Staff	Tucson, Whitmore Elementary School Tucson, Catalina Magnet High School	En Aull
Udner, Sofia	Classified Staff	Tucson, Blenman Elementary School Tucson, Brichtz Elementary School X Tucson, Maxwell K-8 X	Sittie Uda
Wilderman, Ruth	Certified Staff	Tucson, Lawrence Elementary School Tucson, Robins Elementary School	
Arderson Patricia	Cert. Shiff	Wisson, Dobison, Grickson	
Anderson Patricia (MSA) Heinander, Miria (e	Certifie Lormen)	e uits	Juchor -

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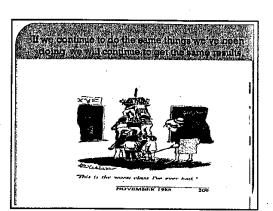
Professional Learning Portal- TrueNorthLogic - Empower | Engage | Enlighten

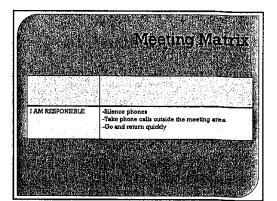
Gunningham , Debra .

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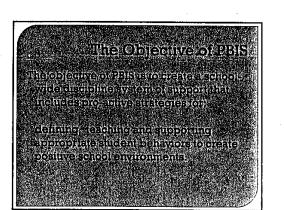
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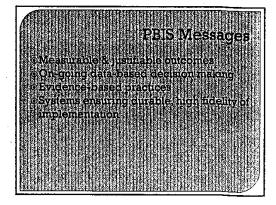


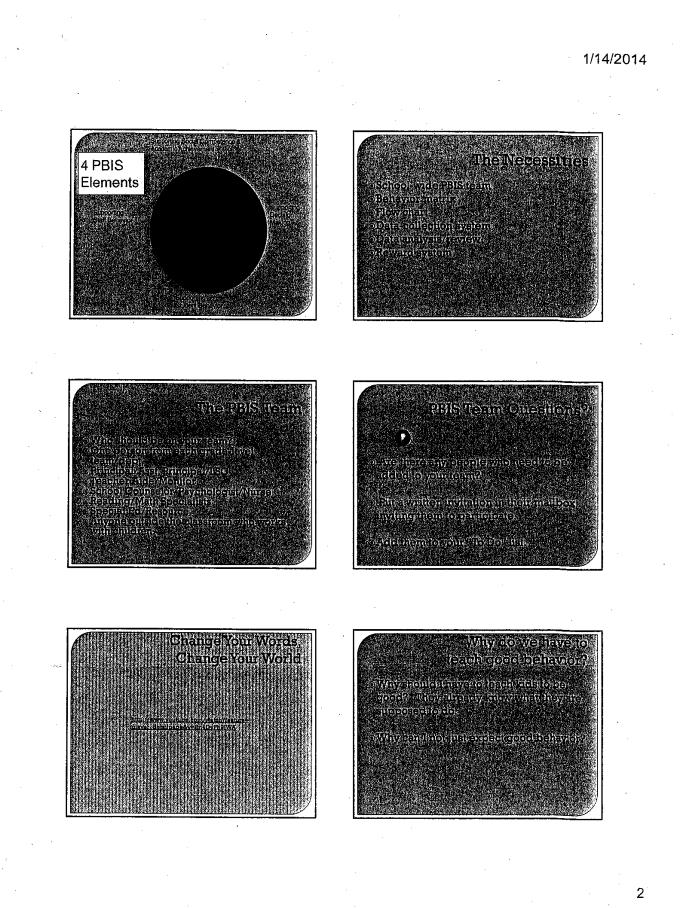


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What is PBIS? OPBIS is a system, not a program. of this about forming positive, not about punishing.

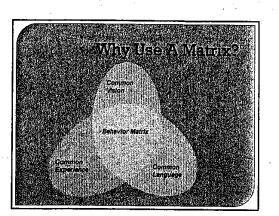


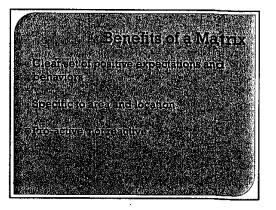


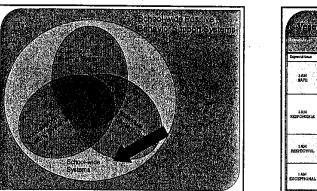


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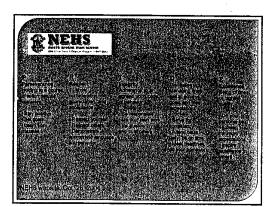
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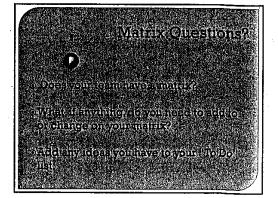


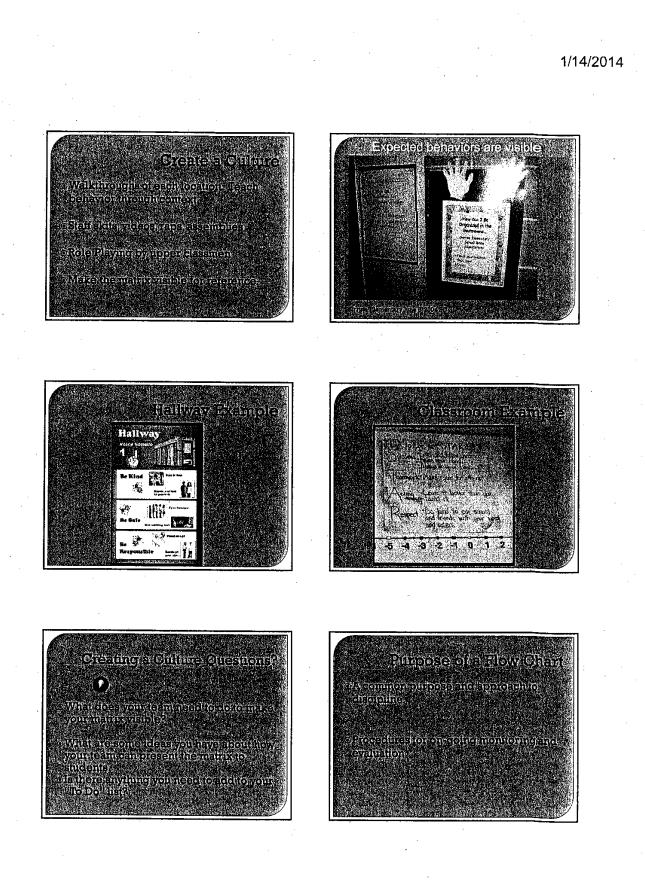




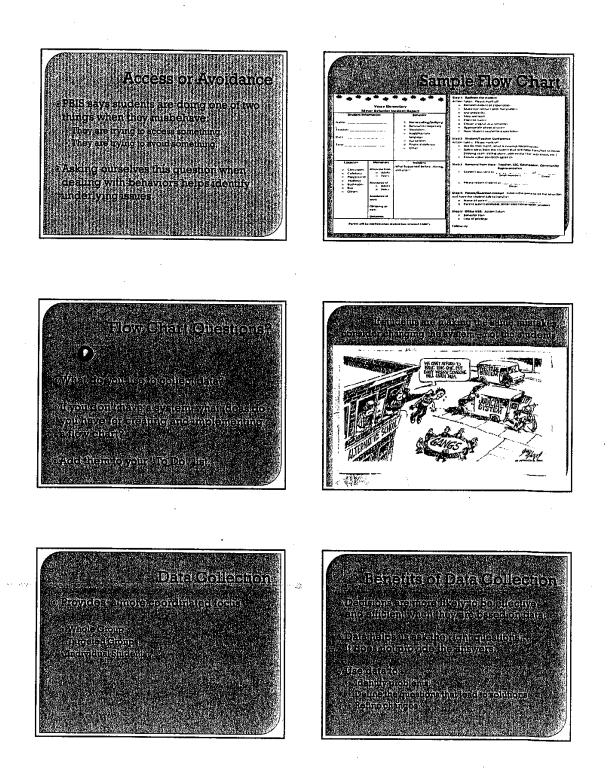
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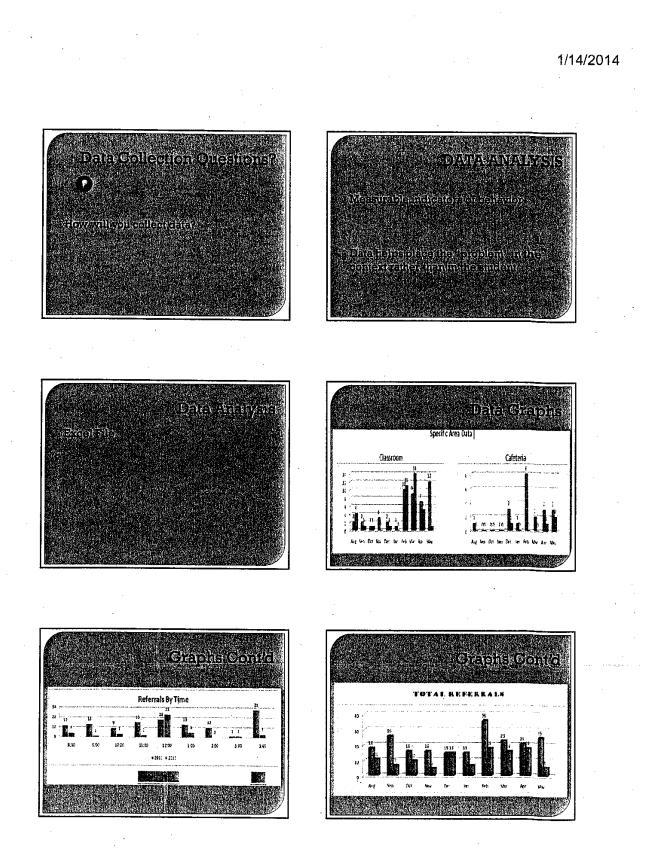




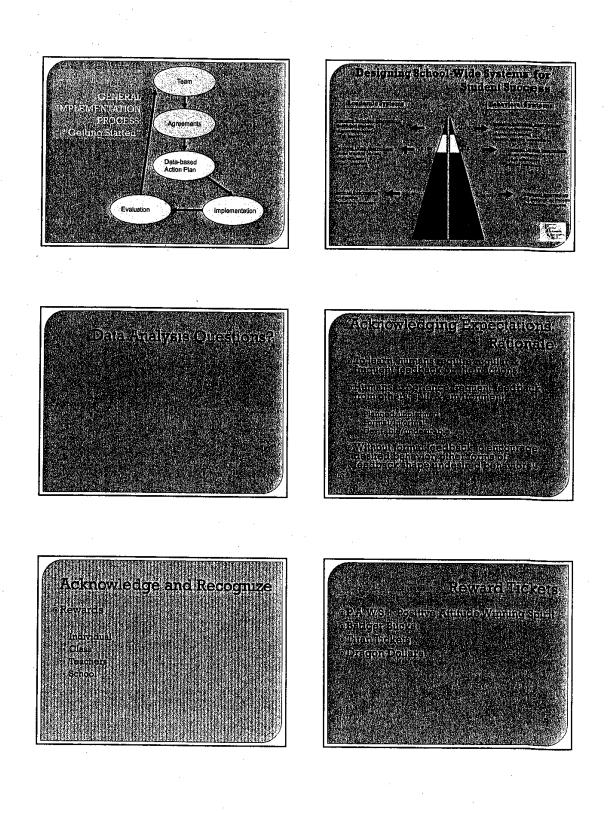


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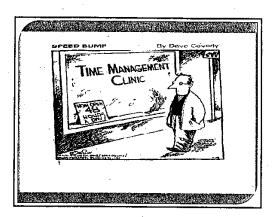
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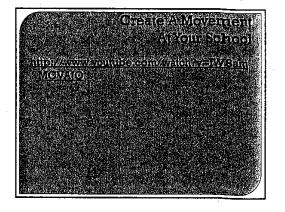


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1/14/2014





	PBIS is a	, not a	•
BJECTIVE:			
here are 4 objec	ctives for today:		
			<u></u>
	-		<u>.</u>
u			
The abients			
		school-wide discipline system of	
		•	and
	appropria	ate student behaviors to create	
	school envi		
,		ironments.	
There are four	school envi	ironments.	
There are four	school envi messages from PBIS that	ironments. :	
There are four	school envi messages from PBIS that cision making that is	ironments. : t are justifiable and measureable	
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MATRIX:

4. There are 3 commonalities to having a matrix:

5. There are 3 benefits to having a matrix:

a. A clear set of ______expectations and behaviors.

b. _____ to area and location.

c. _____, not reactive.

6. A school-wide PBIS system allows us to have:

Have fun with teaching the matrix. Students love to see teachers acting silly.

FLOW CHART:

7. The purpose of a flow chart is that it provides:

a.	common	and	to discipline.
b.	procedures for	and	

8. PBIS says misbehaving students are looking for one of two things:

DATA COLLECTION:



a. ______ b. ______ c. _____

a. Decisions are m	ore likely to be			and	, k	
	who					
b. Data helps us	·····					•
1. Use data to:						
a			<i>,</i>			
b	questions	that lead to	solutions.		•	• .
c	changes.					
Data Analysis			• • • .			
2. Benefits of analyzing	data:					
a	i	ndicators o	f behavior			
ab. Helps place the r	i	ndicators o	f behavior.	rather the	n in the	
ab. Helps place the p	in the	ndicators o	f behavior.	rather th	an in the	studen
b. Helps place the p	problem in the	ndicators o	f behavior.	_ rather th	an in the	studen
b. Helps place the p mplementing Change	problem in the	ndicators o	f behavior.	_ rather tha	an in the	studen
b. Helps place the p	problem in the	ndicators o	f behavior.	rather tha	an in the	studen
b. Helps place the p mplementing Change	in the	ndicators o	f behavior.	_ rather th	an in the	studen
b. Helps place the p mplementing Change	problem in the	ndicators o	f behavior.	_ rather th	an in the	studen
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b. Helps place the p mplementing Change	problem in the	ndicators o	f behavior.	rather th	an in the	studen
b. Helps place the p mplementing Change	i	ndicators o	f behavior.	rather th	an in the	studen

Acknowledge and Recognize

14. Create rewards for:

Useful websites:

http://www.pbis.org/

http://www.michigan.gov/documents/mde/SchoolwidePBS 264634 7.pdf

http://www.pbis.org/training/student.aspx

http://www.pbis.org/swpbs_videos/default.aspx

"TO DO" LIST

PBIS Team/Next Meeting:

Matrix:

Flow Chart:

Data Collection:

Data Analysis:

Implementing Change:

Rewards:

. .

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Course Administ Section Attendance				
#:	11503			
Title:	USP: PBIS #3 - Using Data Effectively for Learning Support	orts Coordinators		
Clock Hours:	an a			
	Staff Development	2.0	\$0.00	
Section #:	14187	•		
Section Title:	USP: PBIS #3 - Using Data Effectively for LSC's	• •		
Start Date:	01/13/2014			
End Date:	01/13/2014		•	
Maximum Number of Participants:	66			
Current Date:	Monday January 13, 2014			

Name 🖪 – Postuan – District 🖬

Name 🖯		DISTIG. 🔽
Anderson, Patricia	Classified Staff	Robison Elementary
Arvayo, Sonia	Certified Staff	Holladay Intermediate Magnet
Batty, Emma	Certified Staff	Kellond Elementary
Bednar, Ilsa	Certified Staff	Howell Elementary Myers Ganoung Elementary
Brooks, Deborah	Certified Staff	Collier Elementary
Buchanan, Wanda	Certified Staff	Naylor Middle Address Elementary
Burrola, Andres	Certified Staff	Tucson Magnet High
Calkins, Sandra	Certified Staff	Banks Elementary
Campillo, Marisela	Certified Staff	Hollinger Elementary
Carmona, Alma	Certified Staff	Mary Belle McCorkle PreK-8
Carranza, Maricella	Certified Staff	Drachman Elementary
		· .

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У			
Clayton, Karen	Certified Staff	Magee Middle	
Cowman, Phyllis	Certified Staff	Bonillas Elementary Dodge Middle	$\underline{\mathcal{P}}$
Culin, Mary	Certified Staff	Utterback Magnet	<u></u>
Cunningham, Debra	Certified Staff	Cholla Magnet High	
Gow, Eileen	Certified Staff	Robison Elementary Tolson Elementary	£
Gunnels, Kathryn	Certified Staff	Rincon High	X
Harris, Jessica	Certified Staff	Sahuaro High	$/\frac{1}{4}$
Henry, Mia	Certified Staff	Van Buskirk Elementary Wright Elementary	
Hernandez, Carmen	Certified Staff	University High	0.0
_opez, Dale	Certified Staff	Roskruge Bilingual Magnet	
_ovegren, Kellin	Certified Staff	Booth/Fickett Magnet	4
Masi, Gail	Certified Staff	Miller Elementary Whitmore Elementary	
//cGlory, Dinah	Certified Staff	Santa Rita High	and the second
Aejia, Julie	Certified Staff	Vail Middle	V
Ailligan, Janet	Certified Staff	Cragin Elementary Sewell Elementary	\mathbf{r}
loore-Rendon, Kira	Certified Staff	Ochoa Elementary	1
loreno, Patricia	Classified Staff	Oyama Elementary	<u>H</u>
Djeda, Patricia	Certified Staff	Doolen Middle	
Paquette, Karen	Certified Staff	Bloom Elementary Hudlow Elementary Whitmore Elementary	
Redondo, Elizabeth	Administrator	Mary Belle McCorkie PreK-8	. 01
Rodriguez-Quihu, Elizabeth	Certified Staff	D avis Billngual Magn et White Elementary	Q-1

Appendix VI-25 p. 57

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Course

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		· ·	the profit or wall a sha
Romancho, Debra	Certified Staff	Gale Elementary Henry Elementary	Augua Vollanene
Rossman, Jane	Classified Staff	Grijalva Elementary	pare Kossu
Salcido, Marisa	Certified Staff	Borman Elementary	
		Soleng Tom Elementary	
Schmidt, Tamara	Certified Staff	Catalina Magnet High	Jazden &
Speight-Clark, Lynnethea	Classified Staff	Lineweaver Elementary Tully Elementary	
Stewart, Caroline	Certified Staff	Roberts Elementary Rose Elementary	Bleward
Torres, Yolanda	Classified Staff	Warren Elementary	Galanda Stue
Udner, Sofia	Classified Staff	Blenman Elementary Brichta Elementary Maxwell K-8	S'ofin Udsa
Valenzuela, Andrea	Certified Staff	Tucson Magnet High	Chorfel
Vella, Mercedes	Certified Staff	Davis Bilingual Magnet Maldonado Elementary	Mercy Villa
Wilderman, Ruth	Certified Staff	Robins Elementary	
Worthington, Evan	Certified Staff	Boothes Elementary Hughes Elementary Whitmore Elem-	5 m

Restorative Practices info for 2013-14 school year

2013-14 school year:

Annual Restorative Practices refresher session :

Restorative Practices - Creating a restorative school culture Sept. 10, 2013 2:00 – 4:00 PM Blue Room Tsuru Bailey-Jones, facilitator

All LSCs who did not previously have the following books received them.

- The Little Book of Restorative Discipline for Schools
- The Restorative Practices Handbook
- Restorative Justice Conferencing

All elementary, middle and K-8 schools were visited by Karen Ward (Guidance & Counseling Dept.) to provide 1-1 support for LSCs. This met individual LSCs' needs and served to close the gap in their knowledge and or training in any area (including RP) related to their job.

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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



_	40.000.000		
1.	*MTSS (RtI) Handbook – Plan & Expectations	Steve	30 min
2.	*GSRR - Guidelines for Student Rights and Responsibilities	Brian Lambert	45 min
3.	*301 Pay for Performance Plan	Nicole Haan	15 min
4.	*FLSA Knowledge & Understanding Training & Test	Paula Stilwell	40 min
5.	*Principal Evaluations & Plans of Improvement	Teri/Abel	45 min
6.	*Student Assignment Training	Sam B	15 min
7.			
8.			
9.			
10.			
11.			
12.			

II. INFORMATION ITEMS

1.	EEF – Tax Credit		Pam Francis	5 min

Building Requirements	USP Language	
All Administrators must	<u>VI.E. 3 and 5.</u>	
share the roles of the	By October 1, 2013, the District shall communicate to teachers their roles and	
teachers with their staff	responsibilities in creating and supporting positive classroom environments and	
	schools.	
All Principals must share		
the roles and	By October 1, 2013, the District shall communicate to administrators their roles	
responsibilities with	and responsibilities in collaborating with faculty and staff to create and support	
administrative team.	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.	
All schools are required to	Section VI.D.2. :	
hold an assembly with this	#	
USP-related information	"The District shall develop and deliver an informational program to assist	
(PowerPoint) for students	students and parents in understanding their roles and responsibilities under	
during the first	PBIS, Restorative Practices and the GSRR; shall host student assemblies at each	
semester. Every school	school to communicate positive core values and behavioral expectations, and to	
must also conduct	explain in an age-appropriate manner the GSRR, PBIS and Restorative	
informational sessions	Practices; and shall hold informational sessions for parents at least twice per	
(PowerPoint) for parents	school year at each school, which shall include information regarding PBIS,	
during the first and second	Restorative Practices and the GSRR, due process and appeal procedures, and	
semesters of each school	guidance on how parents can make complaints about student discipline."	
year, beginning in SY2013-	guidance on now parents can make complaints about statem discipline.	
2014.		
Implement GSRR	VI.B.2.c.	
incorporating Restorative	All District schools shall implement the revised GSRR. Any disciplinary actions	
Practices and PBIS	shall be aligned to the GSRR standards, and comport with Restorative Practices	
	and PBIS.	
	<u>VI.C.2.</u>	
Roles of the LSC (RPPSC)	<i>The RPPSCs shall be responsible for assisting instructional faculty and staff to:</i>	
	(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.	
Teacher's that engage in	VI.E.4.	
discriminatory practices	<i>If an individual teacher is failing to adhere to the District's student</i>	
will require the principal	discipline policies or practices as required under this Order, or is engaging in	
to take corrective actions.	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.	
Based on an analysis of	VI.F.2.	
data from each quarter	<i>The District shall collect, review, and analyze discipline data from each school</i>	
Student Equity and	on at least a quarterly basis. The data shall include the number of students	
Intervention along with	receiving any exclusionary discipline consequence (i.e., detention, in-school	
the principal, and LSC at	suspensions, out-of-school suspensions, referrals to alternative placement,	
identified schools develop	referrals for expulsion, and referrals to law enforcement), disaggregated by	
an action plan to ensure	grade, teacher, school, ELL status, gender, and race and ethnicity. Based on this	
	1. a.	

Site Requirements under the USP in the area of Discipline

there is not a disparity in exclusionary discipline consequences.	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.
If the discipline data from	VI.F.3.
each quarter indicates a	<i>If the data collected and reviewed indicates that a school has been successful in</i>
school is successful. Jim	managing student discipline, the District RPPC shall examine the steps being
Fish and Holly Colonna will	taken at the school to determine whether the approach adopted by the school
examine whether or not	should be adopted by other schools within the District, and if the RPPC
the approach should be	determines the approach should be replicated, the District RPPC will share the
adopted by other schools.	strategies and approach with the District to consider replication at other schools.
Each principal must meet	<u>VI.F.4.</u>
at minimum monthly with	The District shall require principals to meet on a regular basis (i.e., at least
the school discipline team	monthly) with the school-site discipline team (to be comprised of the RSPPC,
(LSC, school	school administrators, and selected teachers and school resource officers) to
administrators, teacher,	review the school site's discipline data, discuss any school wide corrective action
and resource officers) to	plans or action items, and explore ideas for improvement.
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.	
,	L

Site Requirements under the USP in the area of Discipline

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GUIDELINES FOR STUDENT RIGHTS AND RESPONSIBILITIES

SY13-14 Changes to GSRR

Page	Change	Description
<u>No</u> 5	Edited text (see numerous edits) Edited text (numerous edits)	 Section A: WHAT ARE THE "GUIDELINES FOR STUDENT RIGHTS AND RESPONSIBILITIES" AND WHY ARE THEY NEEDED? "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). Exclusionary consequences ("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 guint the school community." STUDENTS HAVE A RIGHT TO: a. Administrators who will: model appropriate behavior and expect appropriate behavior from students and teachers hold students and teachers accountable for student learning expect parents to be collaborative partners regarding student achievement work collaboratively with the Department of Student Equity and Intervention 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 hold informational sessions for parents at least twice per school year at each school, which shall include information regardi
11	Edited text	*NOTE: These dress guidelines represent the minimum standards. Individual school sites schools may adopt additional guidelines-, but may not apply exclusionary discipline without first giving the student an opportunity to address the alleged violation. Students wearing inappropriate clothing to school are given an opportunity to change clothing or they will be released from school in the company of the parent/guardian. Students who are unable to comply with the dress code may access TUSD's clothing bank (520) 232-7058.
12	Replaced title and text edited	7. BULLYING, INTIMIDATION & HARASSMENT 8. STUDENT USE OF CELL PHONES AND ELECTRONIC DEVICES (POLICY JICJ) Reasonable efforts will be taken to secure property that has been confiscated (i.e. lock the item in a drawer, take the item to the office to be secured in a locked area, etc.);
15	Edited text	2. CONDUCT WHICH MAY BE REPORTED TO LAW ENFORCEMENT

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Page	Change	Description
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		 Additionally, the administrator Principals, Assistant Principals, or Designees MAY report to law enforcement agencies other potentially disruptive incidents. Such incidents 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 include, but are not limited to, the following: Possession, sale or distribution of dangerous substances, including alcohol, tobacco or legal drugs Demonstration by students which is likely to create unsafe conditions
16	Edited text	 <u>Threats</u> Setting off a false fire alarm <u>Threats</u> Assault Bomb threats Vandalism 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)
17	Edited text	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) Short Term Suspension: However, principals may take this action only after they have identified, implemented, and documented appropriate behavior interventions for a reasonable duration.
18	Edited text	56. ABEYANCE CONTRACTS (POLICY REGULATION JK-R4) (See ABEYANCE CONTRACTS for numerous text edits) 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.
19	Edited text	8<u>10</u>. EXPULSION
		Expulsions will only be recommended for Level 5 violations. Expulsion is defined as the permanent withdrawal of the privilege of attending a <u>TUSD</u> 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 and Intervention 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.
		9. Students with disabilities eligible under IDEA will continue to be offered educational services, although in an alternative setting.
20	modification	Maximum OSS for a level 4 violation is 30 days
30	modificaiton	Possession of a simulated firearm was changed from a level 4 to a level 3-if the simulated firearm is used to threaten or intimidate the violation will be a level 4

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.	*GSRR Training	Dr. Sanchez	30 minutes
4.	*Budget Training	Yousef Awwad & Jose Figueroa	30 minutes
5.	*Purchasing Training	Kevin Startt	30 minutes
6.	*Substitutes and Sub Finder System	Yousef Awwad & Pam Palmo	15 minutes

II. INFORMATION ITEMS

 *Curriculum Audit School Visits (Jan 27-31) Teacher Interviews Staff Interviews Parent Interviews 	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