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.

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

To make schools:

- 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)

- What needs to happen? What would your school look like? How would we know it is working.
Characteristics of PBIS
George Sugai and Brandi Simonsen  Center for PBIS and Center for Positive Behavioral Interventions and Supports, University of Connecticut

1. The PBIS framework is based on student outcomes
2. Adoption of evidence and research-based practices
3. Consistent with the response-to-intervention
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.
The goal is to:
- Reduce office referral rates
- Improve attendance and school engagement
- Improve academic achievement
- Reduce dropout rates
- Improve school climate
FEW
1-8% of Students
Require Intensive Intervention

SOME
5 to 10% of Students
Require Supplemental Targeted Intervention

ALL
80 to 90% of Students Meet Performance Indicators
All Staff Preventative and Proactive

Matching Instruction to Need for Improved Student Outcomes
4 Components of PBIS

PBIS
Positive Behavior Intervention and Support
Tiered Behavioral Instruction and Intervention
Proactive, Preventative, Efficient

Establish Expectations
All Areas
All Staff and Students

Explicitly Teach Expectations
All Areas
All Staff and Students

Reinforce Expectations
All Areas
All Staff and Students

Correct Behavioral Errors
All Areas
All Staff and Students
Using your white board write where you feel most misbehavior occurs during the day.
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 behavior
6. Continuum of procedures for discouraging rule violations
7. Procedures for on-going data-based monitoring & evaluation
Evidence-Based Intervention Practices

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.
Evidence-Based Intervention Practices

INDIVIDUAL STUDENT

1. 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
Evidence-Based Intervention Practices

NONCLASSROOM

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

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**

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
ACKNOWLEDGING 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
THANK YOU SO MUCH FOR A LOVELY LEARNING OPPORTUNITY!
Course Administration

Section Attendance

Title: USP: PBIS #1 - Getting Started for Learning Supports Coordinators

Clock Hours: Hours General

Staff Development 2.5 $0.00

Section #: 14034
Section Title: USP: PBIS #1 for Learning Supports Coordinators
Start Date: 09/16/2013
End Date: 09/16/2013
Maximum Number of Participants: 30
Current Date: Monday September 16, 2013

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>District / School</th>
<th>2:00 PM - 4:30 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amundson, Cindy</td>
<td>Administrator</td>
<td>Project M.O.R.E.</td>
<td></td>
</tr>
<tr>
<td>Arvayo, Sonia</td>
<td>Certified Staff</td>
<td>Holladay Intermediate Magnet School</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Van Buskirk Elementary School</td>
<td></td>
</tr>
<tr>
<td>Batty, Emma</td>
<td>Certified Staff</td>
<td>Kellond Elementary School</td>
<td></td>
</tr>
<tr>
<td>Burrola, Andres</td>
<td>Certified Staff</td>
<td>Tucson Magnet High School</td>
<td></td>
</tr>
<tr>
<td>Calkins, Sandra</td>
<td>Certified Staff</td>
<td>Banks Elementary School</td>
<td></td>
</tr>
<tr>
<td>Campillo, Marisela</td>
<td>Certified Staff</td>
<td>Hollinger Elementary School</td>
<td></td>
</tr>
<tr>
<td>Carmona, Alma</td>
<td>Certified Staff</td>
<td>Mary Belle McCorkle PreK-8</td>
<td></td>
</tr>
<tr>
<td>Carranza, Maricella</td>
<td>Certified Staff</td>
<td>Drachman Elementary School</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lawrence Intermediate</td>
<td></td>
</tr>
<tr>
<td>Clayton, Karen</td>
<td>Certified Staff</td>
<td>Magee Middle School</td>
<td></td>
</tr>
<tr>
<td>Davis, Sean</td>
<td>Certified Staff</td>
<td>Pistor Middle School</td>
<td></td>
</tr>
<tr>
<td>Gow, Eileen</td>
<td>Certified Staff</td>
<td>Tolson Elementary School</td>
<td></td>
</tr>
</tbody>
</table>

Appendix VI-25 p. 21
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harris, Jessica</td>
<td>Certified Staff</td>
<td>Sahuaro High School</td>
</tr>
<tr>
<td>Hickman, Nina</td>
<td>Certified Staff</td>
<td>Carrillo Intermediate Magnet School</td>
</tr>
<tr>
<td>Karn, Jason</td>
<td>Certified Staff</td>
<td>Pueblo Gardens Elementary School</td>
</tr>
<tr>
<td>Lovegren, Kellin</td>
<td>Certified Staff</td>
<td>Palo Verde Magnet High School</td>
</tr>
<tr>
<td>McNally, Kimberly</td>
<td>Classified Staff</td>
<td>Wheeler Elementary School</td>
</tr>
<tr>
<td>Milligen, Janet</td>
<td>Certified Staff</td>
<td>Cragin Elementary School</td>
</tr>
<tr>
<td>Moreno, Patricia</td>
<td>Classified Staff</td>
<td>Sewell Elementary School</td>
</tr>
<tr>
<td>Ojeda, Patricia</td>
<td>Certified Staff</td>
<td>Doolen Middle School</td>
</tr>
<tr>
<td>Ottley, Ruth</td>
<td>Administrator</td>
<td>Miles E.L.C.</td>
</tr>
<tr>
<td>Paquette, Karen</td>
<td>Certified Staff</td>
<td>Bloom Elementary School</td>
</tr>
<tr>
<td>Rikli, Sharon</td>
<td>Certified Staff</td>
<td>Catalina Magnet High School</td>
</tr>
<tr>
<td>Rodriguez-Quihu, Elizabeth</td>
<td>Certified Staff</td>
<td>White Elementary School</td>
</tr>
<tr>
<td>Salcido, Marisa</td>
<td>Certified Staff</td>
<td>Borman Elementary School</td>
</tr>
<tr>
<td>Schmidt, Tamara</td>
<td>Certified Staff</td>
<td>Catalina Magnet High School</td>
</tr>
<tr>
<td>Valenzuela, Andrea</td>
<td>Certified Staff</td>
<td>Tucson Magnet High School</td>
</tr>
<tr>
<td>Worthington, Evan</td>
<td>Certified Staff</td>
<td>Hughes Elementary School</td>
</tr>
<tr>
<td>Masi, Cat</td>
<td>Classified Staff</td>
<td>Miller</td>
</tr>
<tr>
<td>Stewart, Caroline</td>
<td>Classified Staff</td>
<td>Rose Ocho</td>
</tr>
<tr>
<td>Moore-Arden, Kim</td>
<td>Classified Staff</td>
<td></td>
</tr>
</tbody>
</table>
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, Check-out 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**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-Referral Behaviors</strong></td>
<td><strong>Possible-Referral Behaviors</strong></td>
</tr>
<tr>
<td>(taken care of by teachers/staff on the spot)</td>
<td>(taken care of by teachers/staff – referral optional)</td>
</tr>
<tr>
<td>• Running</td>
<td>• Interrupting learning</td>
</tr>
<tr>
<td>• Talking out of turn</td>
<td>• Defiance</td>
</tr>
<tr>
<td>• Loud voices</td>
<td>• Ignoring adults</td>
</tr>
<tr>
<td>• Not staying on task</td>
<td>• Ignoring/breaking rules</td>
</tr>
<tr>
<td>• Attention-seeking</td>
<td>• Disrespecting others</td>
</tr>
<tr>
<td>• Annoying others</td>
<td>• Stealing</td>
</tr>
<tr>
<td>• Out of uniform</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mandatory-Referral Behaviors</strong></td>
<td><strong>Removal-Referral Behaviors</strong></td>
</tr>
<tr>
<td>(referral to the office ASAP- meeting with student/administrator must occur and parent contacted)</td>
<td>(The referral slip and the student go to office - immediate meeting with administrator and parents)</td>
</tr>
<tr>
<td>• Continual disrespect</td>
<td>• Behaviors that damage property</td>
</tr>
<tr>
<td>• Repeated stealing</td>
<td>• Intensifying inappropriate language</td>
</tr>
<tr>
<td>• Increasing defiance</td>
<td>• Running from class</td>
</tr>
<tr>
<td>• Continued disruption of class</td>
<td>• All threats to the safety of self and/or others</td>
</tr>
<tr>
<td>• Inappropriate language/behavior</td>
<td></td>
</tr>
</tbody>
</table>

* 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
**Administrative Referral Form**

<table>
<thead>
<tr>
<th>Rule Violated:</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ Respectful</td>
<td>_ Harmful Behavior (specify)</td>
</tr>
<tr>
<td>_ Responsible</td>
<td>_ Non-compliant</td>
</tr>
<tr>
<td>_ Ready to Learn</td>
<td>_ Language</td>
</tr>
<tr>
<td>Location:</td>
<td>_ Littering/Vandalism</td>
</tr>
<tr>
<td>_ Classroom/Library</td>
<td>_ Other: ________________</td>
</tr>
<tr>
<td>_ Playground</td>
<td></td>
</tr>
<tr>
<td>_ Cafeteria</td>
<td></td>
</tr>
<tr>
<td>_ Bathroom</td>
<td></td>
</tr>
<tr>
<td>_ Hallways/Transitions</td>
<td></td>
</tr>
<tr>
<td>_ Arriving/Leaving</td>
<td></td>
</tr>
<tr>
<td>_ Other: ________________</td>
<td></td>
</tr>
</tbody>
</table>

**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
SCHOOL DISCIPLINE REFERRAL

Name __________________________

Date _____ Room No. _____

Rule Violated:

☐ Being safe
☐ Being responsible
☐ Being respectful
☐ Being ready to learn

Behavior:

☐ Fighting or threatening to fight*
☐ Weapon or substance at school*
☐ Damaging property*
☐ Inappropriate language*
☐ Harassment or bullying*
☐ Forgery or theft*
☐ 3 Days tardy
☐ 3 Discipline tickets
☐ Disrespectful attitude
☐ Not completing work
☐ Other

Location:

☐ Arriving or leaving school
☐ Classroom
☐ Playground
☐ Cafeteria

Library
☐ Hallways
☐ Restroom
☐ Computer Lab

Comments:

________________________________________________________________________

________________________________________________________________________

Staff Use:

☐ File only
☐ Student Conference
☐ Lunch Detention
☐ Apology Letter
☐ Community Service

☐ Parent Contact – After 1 referral
☐ Parent Conference – After 3 referrals
☐ In-House Suspension

☐ After school detention on ______ at 2:15 – 2:45 p.m. in room ______.

☐ Suspension for ______ days.

Parent Signature: ___________________________________________ Date: ____________________
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**

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, Check-out 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

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Referral Behaviors (taken care of by teachers/staff on the spot)</td>
<td>Possible-Referral Behaviors (taken care of by teachers/staff – referral optional)</td>
</tr>
<tr>
<td>• Running</td>
<td>• Interrupting learning</td>
</tr>
<tr>
<td>• Talking out of turn</td>
<td>• Defiance</td>
</tr>
<tr>
<td>• Loud voices</td>
<td>• Ignoring adults</td>
</tr>
<tr>
<td>• Not staying on task</td>
<td>• Ignoring/breaking rules</td>
</tr>
<tr>
<td>• Attention-seeking</td>
<td>• Disrespecting others</td>
</tr>
<tr>
<td>• Annoying others</td>
<td>• Stealing</td>
</tr>
<tr>
<td>• Out of uniform</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory-Referral Behaviors (referral to the office ASAP - meeting with student/administrator must occur and parent contacted)</td>
<td>Removal- Referral Behaviors (The referral slip and the student go to office - immediate meeting with administrator and parents)</td>
</tr>
<tr>
<td>• Continual disrespect</td>
<td>• Behaviors that damage property</td>
</tr>
<tr>
<td>• Repeated stealing</td>
<td>• Intensifying inappropriate language</td>
</tr>
<tr>
<td>• Increasing defiance</td>
<td>• Running from class</td>
</tr>
<tr>
<td>• Continued disruption of class</td>
<td>• All threats to the safety of self and/or others</td>
</tr>
<tr>
<td>• Inappropriate language/behavior</td>
<td></td>
</tr>
</tbody>
</table>

* 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:

<table>
<thead>
<tr>
<th>Level I Behavior</th>
<th>Level I Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I behaviors are minor rule violations that will result in an immediate verbal correction with a possible consequence.</td>
<td>Students who engage in Level I behaviors may be asked to identify the inappropriate behavior and describe the appropriate replacement behavior at staff discretion.</td>
</tr>
<tr>
<td>- Running in building/walkways</td>
<td>- Verbal Correction</td>
</tr>
<tr>
<td>- Unsafe/rough play</td>
<td>- Loss of Privileges</td>
</tr>
<tr>
<td>- Littering</td>
<td>- Detention</td>
</tr>
<tr>
<td>- Spitting</td>
<td>- Redirection</td>
</tr>
<tr>
<td>- Electronic walkman, video games at school</td>
<td>- Time out</td>
</tr>
<tr>
<td>- Unexcused tardy</td>
<td>- Clean up duty</td>
</tr>
<tr>
<td>- Failure to follow classroom/playground rules</td>
<td>- Apology</td>
</tr>
<tr>
<td>- Disruption of instruction</td>
<td></td>
</tr>
<tr>
<td>- Noncompliant/uncooperative behaviors</td>
<td></td>
</tr>
<tr>
<td>- Disruptive transitions during lunch, bus, recess, instruction and etc.</td>
<td></td>
</tr>
<tr>
<td>- Non-directed profanity (swearing)</td>
<td></td>
</tr>
<tr>
<td>- Out of assigned area</td>
<td></td>
</tr>
</tbody>
</table>
**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 not 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 II 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
### Administrative Referral Form

**Student Name:** ____________  
**Date:** ____________  

**Student's Teacher:** ____________  
**Time:** ____________  

**Given By:** ____________

<table>
<thead>
<tr>
<th>Rule Violated:</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Respectful</em></td>
<td><em>Harmful Behavior (specify)</em></td>
</tr>
<tr>
<td><em>Responsible</em></td>
<td><em>Non-compliant</em></td>
</tr>
<tr>
<td><em>Ready to Learn</em></td>
<td><em>Language</em></td>
</tr>
</tbody>
</table>

**Location:**
- _Classroom/Library_  
- _Playground_  
- _Cafeteria_  
- _Bathroom_  
- _Hallways/Transitions_  
- _Arriving/Leaving_  
- _Other:_ ____________

**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

**Office Use > Disposition/Date:**
- _File Only_  
- _Student Conference_  
- _Parent Contacted_  
- _Parent Conference_  
- _In-house Suspension_  
- _Suspension for ( ) days_

**Office > Referral entered date:**

**Notes:**

---

Appendix VI-25 p. 34
Name ________________________________
Date _______ Room No. _______

Rule Violated:
☒ Being safe
☒ Being responsible
☒ Being respectful
☒ Being ready to learn

Location:
☒ Arriving or leaving school
☒ Classroom
☒ Playground
☒ Cafeteria

族自治

Behavior:
☒ Fighting or threatening to fight*
☒ Weapon or substance at school*
☒ Damaging property*
☒ Inappropriate language*
☒ Harassment or bullying*
☒ Forgery or theft*
☒ 3 Days tardy
☒ 3 Discipline tickets
☒ Disrespectful attitude
☒ Not completing work
☒ Other

Comments: __________________________________________
________________________________________

Staff Use:
☒ File only
☒ Student Conference
☒ Lunch Detention
☒ Apology Letter
☒ Community Service
☒ After school detention on ______ at 2:15 – 2:45 p.m. in room ______.
☒ Suspension for ______ days

☒ Parent Contact – After 1 referral
☒ Parent Conference – After 3 referrals
☒ In-House Suspension

Parent Signature: ________________________________________ Date: ___________________
Problem Solving Form - Primary

Name: ___________________________ Date: ____________
Sending Teacher: _______________________
Receiving Teacher: _______________________
Arrival Time: __________
Departure Time: __________

1. What was your behavior?
   - Not working
   - Disrespectful
   - Bad Language
   - Fighting (Aggression)
   - Not Following Directions
   - Other: __________________

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:
Coyote Pride Problem Solving Form

Name: ___________________________
Sending Teacher: ___________________
Receiving Teacher: ___________________
Arrival Time: __________
Departure Time: __________

Date: __________

Respectful
Responsible
Ready To Learn

1. What was your behavior?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. How would you solve the problem by using another strategy if it were to happen again?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. What behavior do you need to display when you go back to your classroom?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Will you be able to do it?       Yes       No       I need to see the teacher

Additional Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
### PASSPORT

**Coyote Pride**

**TO SUCCESS**

- Respect
- Responsible
- Ready to Learn

<table>
<thead>
<tr>
<th>Cafeteria</th>
<th>Playground</th>
<th>Transitions/Hallways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom/Library</td>
<td>Arriving/Leaving School</td>
<td>Restroom</td>
</tr>
</tbody>
</table>
Course Administration

Section Attendance

<table>
<thead>
<tr>
<th>#</th>
<th>Section #</th>
<th>Title</th>
<th>Start Date</th>
<th>End Date</th>
<th>Maximum Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>11465</td>
<td>14185</td>
<td>USP: PBIS #2 - Implementation for Learning Supports Coordinators</td>
<td>12/13/2013</td>
<td>12/13/2013</td>
<td>20</td>
</tr>
</tbody>
</table>

Current Date: Friday December 13, 2013

Name | Position | District / School
-----|----------|-------------------
Daniel, Kim | Certified Staff | Tucson, Rose Elementary School
Gunnels, Kathryn | Certified Staff | Tucson, Curriculum, Instruction and Professional Learning
Knappen, Dustin | Certified Staff | Tucson, Carson Middle School
| Certified Staff | Tucson, Secret Middle School
McGlory, Dinah | Certified Staff | Tucson, Booth/Fickett Magnet School
| Tucson, Santa Rita High School
| Tucson, Utterback Magnet School
McNally, Kimberly | Classified Staff | Tucson, Schumanaker Elementary School
| Tucson, state
| Tucson, Wheeler Elementary School
Paquette, Karen | Certified Staff | Tucson, Bloom Elementary School
| Tucson, Hudlow Elementary School
| Tucson, Office of Prevention Education
| Tucson, Whitmore Elementary School
Schmidt, Tamara | Certified Staff | Tucson, Catalina Magnet High School
| Tucson, Wheeler Elementary School
Udner, Sofia | Classified Staff | Tucson, Maxwell K-8
Wilderman, Ruth | Certified Staff | Tucson, Lawrence Elementary School
| Tucson, Robins Elementary School

https://tucson.truenorthlogic.com/in/tag.ec66d4f42c583e01.render.userLayoutRootNode.target.n8.ulP?so... 12/12/2013
OBJECTIVES
- Team work
- Effective team
- Positive reward system
- High level of achievement
- Meaningful activities

Meeting Matrix
I AM RESPONSIBLE
- Israelis phones
- Take phone calls outside the meeting area
- Do and return quickly

What is PBIS?
- PBIS is a system, not a program
- It is about being positive, not about punishing

The Objective of PBIS
- The objective of PBIS is to enhance the atmosphere of the school and to reward good behavior
- Define, teach, and reinforce appropriate student behavior to create a positive school environment

PBIS Messages
- We are proud
- We care
- We contribute
- We participate
- We achieve
- We have a high level of self-esteem and self-confidence
Access to Avoidance

Sample Flow Chart

New-Order Change苗

Data Collection

1/14/2014
Positive Behavior Intervention System

PBIS is a _________________, not a ________________.

OBJECTIVE:

There are 4 objectives for today:

a. __________________________________________
   
b. __________________________________________
   
c. __________________________________________
   
d. __________________________________________

1. The objective of PBIS is to create a school-wide discipline system of support that includes pro-active strategies for ________________, ________________, and ________________ appropriate student behaviors to create ________________ school environments.

2. There are four messages from PBIS:
   - ________________ that are justifiable and measureable
   - on-going decision making that is ________________
   - evidence-based ________________
   - ________________ ensuring durable, high-fidelity of implementation

NECESSITIES:

3. What do you need to implement PBIS?

   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________

Place an X in the box next to each “necessity” that you’ve already implemented.
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:
   a. _______________
   b. _______________

DATA COLLECTION:

9. Data collection provides a coordinated focus on:
   a. _______________
   b. _______________
   c. _______________
10. The benefits of data collection are that:
   a. Decisions are more likely to be _______________ and __________________ when they are based on data.
   b. Data helps us _____________________________.

11. Use data to:
   a. _______________ problems.
   b. _______________ questions that lead to solutions.
   c. _______________ changes.

Data Analysis
12. Benefits of analyzing data:
   a. _______________ indicators of behavior.
   b. Helps place the problem in the _______________ rather than in the student.

Implementing Change
13. _______________________

Remember to share changes and successes with staff. Provide staff with the data facts.
Acknowledge and Recognize

14. Create rewards for:


Useful websites:

http://www.pbis.org/


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:
**Course Administration**

**Title:** USP: PBIS #3 - Using Data Effectively for Learning Supports Coordinators

**Clock Hours:**

- 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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson, Patricia</td>
<td>Classified Staff</td>
<td>Robison Elementary</td>
</tr>
<tr>
<td>Arvayo, Sonia</td>
<td>Certified Staff</td>
<td>Holladay Intermediate Magnet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Van Buskirk Elementary</td>
</tr>
<tr>
<td>Batty, Emma</td>
<td>Certified Staff</td>
<td>Kelland Elementary</td>
</tr>
<tr>
<td>Bednar, Lisa</td>
<td>Certified Staff</td>
<td>Howell Elementary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Myers Ganoung Elementary</td>
</tr>
<tr>
<td>Brooks, Deborah</td>
<td>Certified Staff</td>
<td>Collier Elementary</td>
</tr>
<tr>
<td>Buchanan, Wanda</td>
<td>Certified Staff</td>
<td>Naylor Middle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Roberts Elementary</td>
</tr>
<tr>
<td>Burrola, Andres</td>
<td>Certified Staff</td>
<td>Tucson Magnet High</td>
</tr>
<tr>
<td>Caikins, Sandra</td>
<td>Certified Staff</td>
<td>Banks Elementary</td>
</tr>
<tr>
<td>Campillo, Marisela</td>
<td>Certified Staff</td>
<td>Hollinger Elementary</td>
</tr>
<tr>
<td>Carmona, Alma</td>
<td>Certified Staff</td>
<td>Mary Belle McCorkle PreK-8</td>
</tr>
<tr>
<td>Carranza, Maricella</td>
<td>Certified Staff</td>
<td>Drachman Elementary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lawrence Intermediate</td>
</tr>
</tbody>
</table>

Appendix VI-25 p. 56
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clayton, Karen</td>
<td>Certified Staff</td>
<td>Magee Middle</td>
</tr>
<tr>
<td>Cowman, Phyllis</td>
<td>Certified Staff</td>
<td>Bonillas Elementary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dodge Middle</td>
</tr>
<tr>
<td>Culin, Mary</td>
<td>Certified Staff</td>
<td>Utterback Magnet</td>
</tr>
<tr>
<td>Cunningham, Debra</td>
<td>Certified Staff</td>
<td>Cholla Magnet High</td>
</tr>
<tr>
<td>Gow, Eileen</td>
<td>Certified Staff</td>
<td>Robison Elementary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tolson Elementary</td>
</tr>
<tr>
<td>Gunnels, Kathryn</td>
<td>Certified Staff</td>
<td>Rincon High</td>
</tr>
<tr>
<td>Harris, Jessica</td>
<td>Certified Staff</td>
<td>Sahuar High</td>
</tr>
<tr>
<td>Henry, Mia</td>
<td>Certified Staff</td>
<td>Van Buskirk Elementary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wright Elementary</td>
</tr>
<tr>
<td>Hernandez, Carmen</td>
<td>Certified Staff</td>
<td>University High</td>
</tr>
<tr>
<td>Lopez, Dale</td>
<td>Certified Staff</td>
<td>Roskruge Bilingual Magnet</td>
</tr>
<tr>
<td>Lovegren, Kellin</td>
<td>Certified Staff</td>
<td>Booth/Fickett Magnet</td>
</tr>
<tr>
<td>Masi, Gail</td>
<td>Certified Staff</td>
<td>Miller Elementary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Whitmore Elementary</td>
</tr>
<tr>
<td>McGlory, Dinah</td>
<td>Certified Staff</td>
<td>Santa Rita High</td>
</tr>
<tr>
<td>Mejia, Julie</td>
<td>Certified Staff</td>
<td>Vail Middle</td>
</tr>
<tr>
<td>Milligan, Janet</td>
<td>Certified Staff</td>
<td>Cragin Elementary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sewell Elementary</td>
</tr>
<tr>
<td>Moore-Rendon, Kira</td>
<td>Certified Staff</td>
<td>Ochoa Elementary</td>
</tr>
<tr>
<td>Moreno, Patricia</td>
<td>Classified Staff</td>
<td>Oyama Elementary</td>
</tr>
<tr>
<td>Ojeda, Patricia</td>
<td>Certified Staff</td>
<td>Doolen Middle</td>
</tr>
<tr>
<td>Paquette, Karen</td>
<td>Certified Staff</td>
<td>Bloom Elementary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hudlow Elementary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Whitmore Elementary</td>
</tr>
<tr>
<td>Redondo, Elizabeth</td>
<td>Administrator</td>
<td>Mary Belle McCorkle PreK-8</td>
</tr>
<tr>
<td>Rodriguez-Quihu, Elizabeth</td>
<td>Certified Staff</td>
<td>Davis Bilingual Magnet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>White Elementary</td>
</tr>
<tr>
<td>Name</td>
<td>Status</td>
<td>School(s)</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>Romancho, Debra</td>
<td>Certified Staff</td>
<td>Gale Elementary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Henry Elementary</td>
</tr>
<tr>
<td>Rossman, Jane</td>
<td>Classified Staff</td>
<td>Grijalva Elementary</td>
</tr>
<tr>
<td>Salcido, Marisa</td>
<td>Certified Staff</td>
<td>Borman Elementary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Solen Tom Elementary</td>
</tr>
<tr>
<td>Schmidt, Tamara</td>
<td>Certified Staff</td>
<td>Catalina Magnet High</td>
</tr>
<tr>
<td>Speight-Clark, Lynnethea</td>
<td>Classified Staff</td>
<td>Lineweaver Elementary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tully Elementary</td>
</tr>
<tr>
<td>Stewart, Caroline</td>
<td>Certified Staff</td>
<td>Roberts Elementary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rose Elementary</td>
</tr>
<tr>
<td>Torres, Yolanda</td>
<td>Classified Staff</td>
<td>Warren Elementary</td>
</tr>
<tr>
<td>Udner, Sofia</td>
<td>Classified Staff</td>
<td>Blenman Elementary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brichta Elementary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maxwell K-8</td>
</tr>
<tr>
<td>Valenzuela, Andrea</td>
<td>Certified Staff</td>
<td>Tucson Magnet High</td>
</tr>
<tr>
<td>Vella, Mercedes</td>
<td>Certified Staff</td>
<td>Davis Bilingual Magnet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maldonado Elementary</td>
</tr>
<tr>
<td>Wilderman, Ruth</td>
<td>Certified Staff</td>
<td>Robins Elementary</td>
</tr>
<tr>
<td>Worthington, Evan</td>
<td>Certified Staff</td>
<td>Whitmore Elementary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Whitmore Elementary</td>
</tr>
</tbody>
</table>
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.
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

<table>
<thead>
<tr>
<th></th>
<th>DISCUSSION/ACTION ITEMS</th>
<th>Speaker</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>*MTSS (RtI) Handbook – Plan &amp; Expectations</td>
<td>Steve</td>
<td>30 min</td>
</tr>
<tr>
<td>2</td>
<td>*GSRR - Guidelines for Student Rights and Responsibilities</td>
<td>Brian Lambert</td>
<td>45 min</td>
</tr>
<tr>
<td>3</td>
<td>*301 Pay for Performance Plan</td>
<td>Nicole Haan</td>
<td>15 min</td>
</tr>
<tr>
<td>4</td>
<td>*FLSA Knowledge &amp; Understanding Training &amp; Test</td>
<td>Paula Stilwell</td>
<td>40 min</td>
</tr>
<tr>
<td>5</td>
<td>*Principal Evaluations &amp; Plans of Improvement</td>
<td>Teri/Abel</td>
<td>45 min</td>
</tr>
<tr>
<td>6</td>
<td>*Student Assignment Training</td>
<td>Sam B</td>
<td>15 min</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. INFORMATION ITEMS

<table>
<thead>
<tr>
<th></th>
<th>INFORMATION ITEMS</th>
<th>Pam Francis</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EEF – Tax Credit</td>
<td>Pam Francis</td>
<td>5 min</td>
</tr>
</tbody>
</table>

Appendix VI-25 p. 60
### Site Requirements under the USP in the area of Discipline

<table>
<thead>
<tr>
<th>Building Requirements</th>
<th>USP Language</th>
</tr>
</thead>
</table>
| All Administrators must share the roles of the teachers with their staff             | **VI.E. 3 and 5.**  
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. |
| All Principals must share the roles and responsibilities with administrative team.    |                                                                                                                                             |
| 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. | **Section VI.D.2. :**  
“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.” |
| Implement GSRR incorporating Restorative Practices and PBIS                           | **VI.B.2.c.**  
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. |
| Roles of the LSC (RPPSC)                                                              | **VI.C.2.**  
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. |
| Teacher’s that engage in discriminatory practices will require the principal to take corrective actions. | **VI.E.4.**  
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. |
| 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 | **VI.F.2.**  
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 |
Site Requirements under the USP in the area of Discipline

<table>
<thead>
<tr>
<th>If there is not a disparity in exclusionary discipline consequences.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>VI.F.3. 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.</td>
</tr>
<tr>
<td>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.</td>
<td>VI.F.4. 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.</td>
</tr>
</tbody>
</table>
GUIDELINES FOR STUDENT RIGHTS AND RESPONSIBILITIES

SY13-14
Changes to GSRR

<table>
<thead>
<tr>
<th>Page</th>
<th>Change</th>
<th>Description</th>
</tr>
</thead>
</table>
| 5    | Edited text (see numerous edits) | **Section A:**

1. **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 learn from their behavior and, where practicable, offered an opportunity to continue to participate in the school community.”

| 7 - 8 | Edited text (numerous edits) | 1. **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 regarding GSRR, PBIS, RP, due process and appeal procedures, and guidance for making parent complaints about student discipline
   - make decisions regarding removing students and/or staff for safety reasons
   - discipline students in accordance with the GSRR
   - Consistently and accurately report discipline consequences for students into the database

| 11   | Edited text | *NOTE: These dress guidelines represent the minimum standards. Individual school sites 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 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 | 2. **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**

Appendix VI-25 p. 63
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
- Setting off a false fire alarm
- Threats
- Assault
- Bomb threats
- Vandalism

<table>
<thead>
<tr>
<th>Page No</th>
<th>Change</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Edited text</td>
<td>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)</td>
</tr>
<tr>
<td>17</td>
<td>Edited text</td>
<td>5. OUT OF SCHOOL SUSPENSIONS (See OUT OF SCHOOL SUSPENSIONS for numerous text edits)</td>
</tr>
<tr>
<td>18</td>
<td>Edited text</td>
<td>56. ABEYANCE CONTRACTS (POLICY REGULATION JK-R4) (See ABEYANCE CONTRACTS for numerous text edits)</td>
</tr>
<tr>
<td>19</td>
<td>Edited text</td>
<td>810. EXPULSION</td>
</tr>
</tbody>
</table>

Expulsions will only be recommended for Level 5 violations. 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 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     | modification | 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

<table>
<thead>
<tr>
<th></th>
<th>DISCUSSION/ACTION ITEMS</th>
<th>Presenter</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Superintendent’s Update</td>
<td>Dr. Sanchez</td>
<td>30 minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Principal Calendar</td>
<td>Dr. Sanchez</td>
<td>15 minutes</td>
</tr>
<tr>
<td>3.</td>
<td>*GSRR Training</td>
<td>Dr. Sanchez</td>
<td>30 minutes</td>
</tr>
<tr>
<td>4.</td>
<td>*Budget Training</td>
<td>Yousef Awwad &amp; Jose Figueroa</td>
<td>30 minutes</td>
</tr>
<tr>
<td>5.</td>
<td>*Purchasing Training</td>
<td>Kevin Startt</td>
<td>30 minutes</td>
</tr>
<tr>
<td>6.</td>
<td>*Substitutes and Sub Finder System</td>
<td>Yousef Awwad &amp; Pam Palmo</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

### II. INFORMATION ITEMS

<table>
<thead>
<tr>
<th></th>
<th>INFORMATION ITEMS</th>
<th>Presenter</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>*Curriculum Audit School Visits (Jan 27-31)</td>
<td>Dr. Vega</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>Teacher Interviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff Interviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent Interviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Winter Break</td>
<td>Yousef Awwad</td>
<td>5 minutes</td>
</tr>
<tr>
<td>3.</td>
<td>Media Tips</td>
<td>Cara Rene</td>
<td>10 minutes</td>
</tr>
<tr>
<td>4.</td>
<td>Student Enrollment, the USP and Oversubscribed Schools</td>
<td>Bryant Nodine</td>
<td>5 minutes</td>
</tr>
<tr>
<td>5.</td>
<td>Elementary &amp; Secondary Specific Information</td>
<td>Terl, Abel</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

Appendix VI-25 p. 65