

Welcome! Learning Supports Coordinators

July 31, 2013

AGENDA

1. Welcome and introductions
2. Unitary Status Plan review
3. Roles and responsibilities
4. Job description & functional statement
5. Survey results
6. Absence sheets
7. Miscellaneous

July 2013

Unitary Status Plan Learning Supports Coordinators 2013-2014

Roles and Responsibilities (deliverables)

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LSC position

- Classified – Exempt Coordinator employee group
- 9 ½ month employee
- Must hold some kind of AZ Dept. of Ed. certificate
- (Masters degree required)
- 8 hour (not including lunch) work day
- Funded from central deseg. budget
- Classified employee evaluation instrument
- Not eligible for 301 (regardless of certification/s)

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What do USP LSCs do?

Work in specific functional areas as indicated in the Unitary Status Plan projects 4, 5, 7, & 10

AND

support other projects in a collaborative role.

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TUSD Unitary Status Plan (USP)

Organized into 13 projects – each with specific deliverables

1. Personnel
2. Student Assignment
3. Transportation
4. Advanced Learning (ALE)
5. Achievement Support (RP, PBIS, "flags")
6. Inclusive School Environment
7. Discipline & Extracurricular (RP, PBIS, GSRR)
8. Family Engagement
9. Facilities Access
10. Technology Access
11. Budgets & NARAs
12. Professional Development
13. EBAS, Monitoring & Reporting (ATI)

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USP Project 4 -Advanced Learning

Recruit and support students in ALEs

Identify and encourage African American and Latino students, including ELL students, to enroll in ALEs; to increase the number of African American and Latino students, including ELL students, enrolling in ALEs; and to support African American and Latino students, including ELL students, in successfully completing ALEs.

USP – pg. 28

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Advanced Learning – deliverables

- Facilitate ALE recruitment efforts including providing information and support to students and families
- Contact identified students and families
- Monitor student enrollment in ALEs and academic progress

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USP Project 5 – Achievement Support

Supporting Drop-Out Prevention and Retention efforts through the “Flag System”

- the District shall develop a flag system in Mojave that flags students and the resources identified when a student:
 - (i) falls below a particular academic threshold,
 - (ii) goes above a certain threshold of absences, or
 - (iii) receives a certain threshold number of disciplinary consequences or referrals,
- procedures to ensure follow up when Mojave automatically flags a student for attention

USP – pg. 33

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Achievement Support deliverables

- District shall develop a flag system in Mojave that flags students and the resources identified when a student:
 - (i) fall below a particular academic threshold,
 - (ii) go above a certain threshold of absences, or
 - (iii) receive a certain threshold number of disciplinary consequences or referrals
- Use the flag system in Mojave to coordinate specific interventions for ‘flagged’ students (7 pilot sites – Erickson, Tully, Roberts/Naylor, Valencia, Doolen, Pueblo, Rincon)
- Coordinate intervention teams
- Monitor reports
- Document interventions

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USP Project 7 - Discipline & Extracurricular

Monitor discipline practices and data, provide ongoing discipline PD in RP and PBIS (including GSRR - Guidelines for Student Rights and Responsibilities)

- All District schools shall hire or designate an employee to serve as a restorative and positive practices site coordinator (“RPPSC”).
- A school’s learning support coordinator may be designated to serve as the RPPSC for the school. 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.

USP --

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Discipline & Extracurricular deliverables

- Inform all stakeholders (students, teachers, staff, parents) about GSRR, restorative practices, and PBIS
- Model restorative practices (circles, conferences, etc.) in classrooms and with small groups
- Apply and support restorative practices
- Facilitate implementation of phase one of PBIS by the end of the first semester
 - Organize the site PBIS team
 - Determine common-language PBIS goals
 - Finalize the school-wide PBIS matrix

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USP Project 10 - EBAS & Monitoring & Reporting
Monitor achievement supports and data, provide ongoing achievement support and/or ATI PD

For the 2013-2014 school year TUSD schools will implement progress monitoring and formative assessments using

Achievement Technologies Incorporated (ATI) system

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EBAS & Monitoring & Reporting deliverables

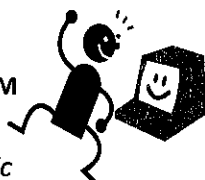
- In support of the Unitary Status Plan Assessment Project each site will have staff dedicated to the coordination of ATI testing activities.
- Site test coordinators may serve individually or as part of a group. The site principal is responsible for the identification of ATI test coordinators for their site. LSCs lead or help coordinate ATI.

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Documentation!

All activities are documented in Grant Tracker. Grant Tracker training is scheduled for

Monday, August 12, 2013
LIRC computer lab
1:00 -2:30 PM or 3:00 -4:30 PM



Sign up via True North Logic

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LSC Evaluation & Monitoring

- LSCs are supported and trained by the Guidance, Counseling & Student Services Dept. Department of Student Equity & Intervention
- LSCs are evaluated by site administrator using the classified employee instrument
- LSCs' documentation is monitored by the Desegregation Department

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Job description: functional area statement

Learning Supports Coordinators – preferred qualifications for LSCs funded through the Unitary Status Plan budget

Date: 2013-2014 school year

As a Learning Supports Coordinator funded under the desegregation budget, you will be assigned to several functional areas that fall under the Unitary Status Plan. The following is an outline, in support of the job description, of what areas of focus, duties, and/or tasks you will be asked to perform (though this list is not exhaustive, and may be supplemented as needs dictate):

Assigned Functional Area/s (not inclusive of all areas or tasks)

- **USP Project 4 -Advanced Learning**
 -Recruit and retain students (with emphasis on African American and Hispanic students) in advanced academic courses


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- **USP Project 5 – Achievement Support**
 -Improving access and recruitment of students to Advanced Learning Experiences
 -Strengthening restorative and positive behavioral practices and implementing and equitable and restorative culture and climate.
 -Manage the site(s) Mojave "flagged" system and coordination of services for students
- **USP Project 7 - Discipline & Extracurricular**
 -Coordinate and implement Restorative Practices, PBIS, Student Assistance Teams
- **USP Project 10 - EBAS & Monitoring & Reporting**
 -Help coordinate ATI testing at site(s)
 -Maintain records of all activities, interventions, etc., via district electronic system (Grant Tracker, Mojave, etc.)

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Survey says.....

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Not to be overlooked..... 

- 2013-2014 is the 'pilot' year
- LSCs play a critical role in USP compliance
- If is isn't documented, it didn't happen
- LSCs are required to attend all meetings and appropriate trainings
- Conflicting messages and requests (USP, principal, student needs, school needs, lack of resources, lack of services, etc.)

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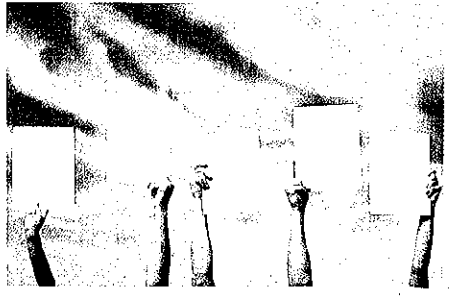
Absence forms

Please pay close attention!!!




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Rate your level of expertise....



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- Collective wisdom
- Learn from each other
- Collaborative support
- PLCs



<http://www.youtube.com/watch?v=rpVNnHMBjb4>

LSC TEAM!!!

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