

INSTRUCTIONAL LEADERSHIP ACADEMY

Professional Development

TUCSON UNIFIED SCHOOL DISTRICT

Thursday, October 2, 2014
 8:00 – 11:30 a.m. & 12:30 – 4:00 p.m.
 Location: Duffy Student Service Center
 MPR

**SharePoint Attachment*

I. DISCUSSION/ACTION ITEMS

	Presenter	Time
1. Welcome	Dr. Adrian Vega	5 minutes
2. GSRRs	Dr. Adrian Vega	20 minutes
3. Procurement: <ul style="list-style-type: none"> • School Photographers • After the facts • Procurement Resources 	Kevin Startt & Mark Neihart	20 minutes
4. MTSS	Richard Foster Mary Quinnan Michael Konrad	45 minutes
5. Employee Discipline & Conducting Investigations	Anna Maiden Nancy Woll Jeff Coleman	45 minutes
6. <i>* Interscholastics Handbook</i>	Herman House	10 minutes
7. TUSD Calendar Options SY 15-16	Dr. Adrian Vega	5 minutes
8. <i>Leadership Announcements</i>	Mary Quinnan Dr. Abel Morado	10 minutes
9. Closure	Dr. Adrian Vega	5 minutes

Guidelines for Student Rights and Responsibilities

SY 2014 -2015 USP VI D2

Discussion Topics

- Student Assemblies and Parent Information Nights
- Process and Flow Chart
- Key Points
- Data Monitoring

SY 2013 -2014 USP VI D2

Student Assemblies and Parent Information Sessions

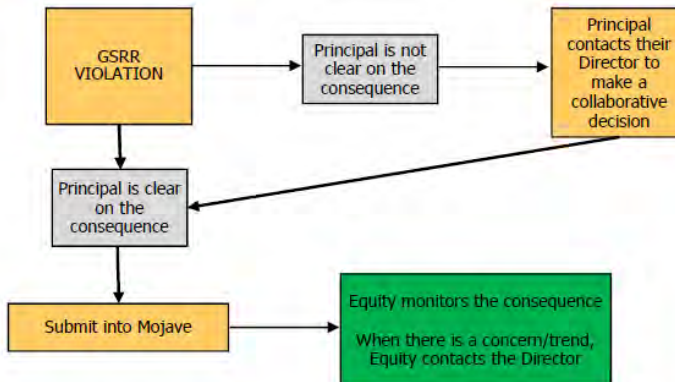
The District shall develop and deliver an informational program to assist students and parents in understanding their roles and responsibilities under PBIS, Restorative Practices and the GSRR; shall host student assemblies at each school to communicate positive core values and behavioral expectations, 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.

USP Section VI(B)(2)(b)(2)

SY 2013 -2014 USP VI D2

Process and Flow Chart

GSRR Violation



SY 2013 -2014 USP VI D2

Key Points: Keep students in the classroom as often is practicable (USP)

The District shall not consider its student behavior policies and discipline practices in isolation, but as part of the District's overall goal of creating an inclusive and supportive environment in District schools. The District shall commit to ensuring that students remain as often as practicable in the classroom settings where learning happens. In accordance with the Guidelines for Student Rights and Responsibilities, discussed below, and to the extent practicable based on the student behavior at issue, a variety of graduated positive behavior techniques shall be used with the aim of preventing students from being excluded for any amount of time from the classroom or school.

USP Section VI(A)(2)

SY 2013 -2014 USP VI D2

Key Points: Exclusionary Consequences can only be used for Level 3 violations when both conditions below are met:

1. "Ongoing or Escalating"

2. Documented Interventions

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

GSRR Page 5 USP Section VI(A)(2)

SY 2013 -2014 USP VI D2

Key Points: What is “Ongoing” Misbehavior?

On Monday, student A had a shoving match with student B. A restorative conference was held. On Tuesday everything went well, but on Wednesday student A kicked and shoved student C.

GSRR Page 5USP Section VI(A)(2)

SY 2013 -2014 USP VI D2

Key Points: What is “Escalating” Misbehavior?

Student D disrupts her science class daily. There have been several restorative conferences. The restorative conferences have not worked and her behavior has worsened.

GSRR Page 5USP Section VI(A)(2)

SY 2013 -2014 USP VI D2

Questions?



SY 2013 -2014 USP VI D2

INSTRUCTIONAL LEADERSHIP ACADEMY

Business Meeting

TUCSON UNIFIED SCHOOL DISTRICT

Thursday, November 6, 2014

8:00 – 11:30 a.m. & 12:30 – 4:00 p.m.

Location: Palo Verde High School – Cyber Cafe

**SharePoint Attachment*

I. DISCUSSION/ACTION ITEMS

	Presenter	Time
1. <i>Principal's Handbook</i>	Dr. Abel Morado & Ana Gallegos	30 minutes
2. <i>Course Selection and Spring Process</i>	Dr. Abel Morado & Ana Gallegos	30 minutes
3. <i>Break: 10 Minutes</i>		10 minutes
4. High School Expo	Dr. Abel Morado & Ana Gallegos	10 Minutes
5. 1 st Quarter Discipline Data	Eugene Butler	30 minutes
6. Evaluation Reminders	Dr. Abel Morado & Ana Gallegos	15 minutes
7. <i>Break: 10 Minutes</i>		10 minutes
8. <i>Review of Professional Boundary Training</i>	Dr. Abel Morado & Ana Gallegos	30 minutes
9. Announcements <ul style="list-style-type: none"> • Winter Break • Inventory • 301 	Dr. Abel Morado & Ana Gallegos	10 minutes
10. <i>*United Way Presentation</i>	Hilda Oropeza	10 minutes
11.		
12.		

**United Way will be at the end of the AM session and at the beginning of the PM session.

Description of November 6, 2014 Training

(This training did not include a power point presentation or handouts)

On November 6, 2014, Mr. Eugene Butler, Jr. presented a general overview of the first quarter discipline data during the Instructional Leadership Academy (ILA). Mr. Butler informed principals that there would be a more in-depth presentation for all LSCs and academic leadership. On November 14, 2014, Student Services staff met with Elementary leadership, Secondary leadership, and LSCs to provide a more in-depth review of the data and information gathered for the first quarter.

INSTRUCTIONAL LEADERSHIP ACADEMY
Professional Development
TUCSON UNIFIED SCHOOL DISTRICT

Thursday, December 11, 2014
 8:00 – 11:30 a.m. & 12:30 – 4:00 p.m.
 Location: TBD

**SharePoint Attachment*

I. DISCUSSION/ACTION ITEMS

	Presenter	Time
1. Welcome	Dr. Vega	5 minutes
2. “Count Me In”	Sara Fitzsimmons	5 minutes
3. Open Enrollment (Preliminary Enrollment)	Bryant Nodine	30 minutes
4. GSRR	Charlotte Brown	30 minutes
5. USP Updates	Eugene Butler & Richard Foster	10 minutes
6. AppliTrack Refresher	Janet Rico Uhrig & Anna Maiden	30 minutes
7. FALL Journey – Reflection	Richard Foster	45 minutes
8. Elevator speech		
9. Closure Tech Survey	Dr. Vega	5 minutes

Interventions and Discipline Actions

Student Services Department
Eugene Butler, Jr.,
Assistant Superintendent

ILA Meeting: 12.11.14

Agenda

- Clarify what goes into the intervention block and what is considered an intervention
- When to document in Interventions
- When to document in AZSafe
- What is an intervention compared to a disciplinary action
- Discuss 3 Scenarios
- Important Information

How to Enter an Intervention

The screenshot shows a web browser window with the address bar displaying 'http://mojavesite...' and a tab titled 'Mansfield (520) - Mojave 5.3...'. The browser's menu bar includes 'File', 'Edit', 'View', 'Favorites', 'Tools', and 'Help'. Below the menu bar, there are options for 'Convert' and 'Select'. The main content area features a navigation bar with 'Session' set to 'Traditional Day School' and 'School' set to 'Mansfield (520)'. To the right of the navigation bar are links for 'District', 'Student', 'SAIS', 'Report', 'School', and 'Security', along with 'Refresh' and 'Print Help' buttons. A disclaimer states: 'By using resources belonging to TUSD, you agree to TUSD Policies EJA and EJC'. Below this are several icons for 'Student', 'SAIS Membership', 'Report', 'School', 'TUSD District', 'Security', and 'Email TS Help Desk'. There are also icons for 'Student Course Request' and 'Student Exceptional Education'. A search bar is located at the bottom of the main content area, with a 'Find:' label and a search button. Below the search bar are links for 'Bing', 'Google', 'Dictionary', 'Encarta', 'Thesaurus', 'Wikipedia', and 'CNN'. At the bottom of the page, there is a 'Hide Mojave Bulletin' section with a 'Refresh Help Close' button. The bulletin contains two items: 'As of Dec. 1: Submit Student Data Change Request Forms to Attendance Accounting' and 'Changes to Mojave OE/Magnet Reporting'. The 'MOJAVE' logo is visible in the bottom right corner of the bulletin section.

How to Enter an Intervention

Mansfeld (520) / Mojave Student - Windows Internet Explorer provided by TUSD

2014 - 2015 * [Select a Profile] Save ... Intervention Reset School District Report Security

Minimize Print Help **STUDENT SEARCH - SEARCH and SELECT a STUDENT!**

Find Limit Search Inactive Graduated Pre-enrolled District Hide

Please select criteria and press buttons to search for student(s) at [School], [District], [Enroll / New] or [Course Request].

Minimize Print Refresh Help **STUDENT DEMOGRAPHIC**

No Content

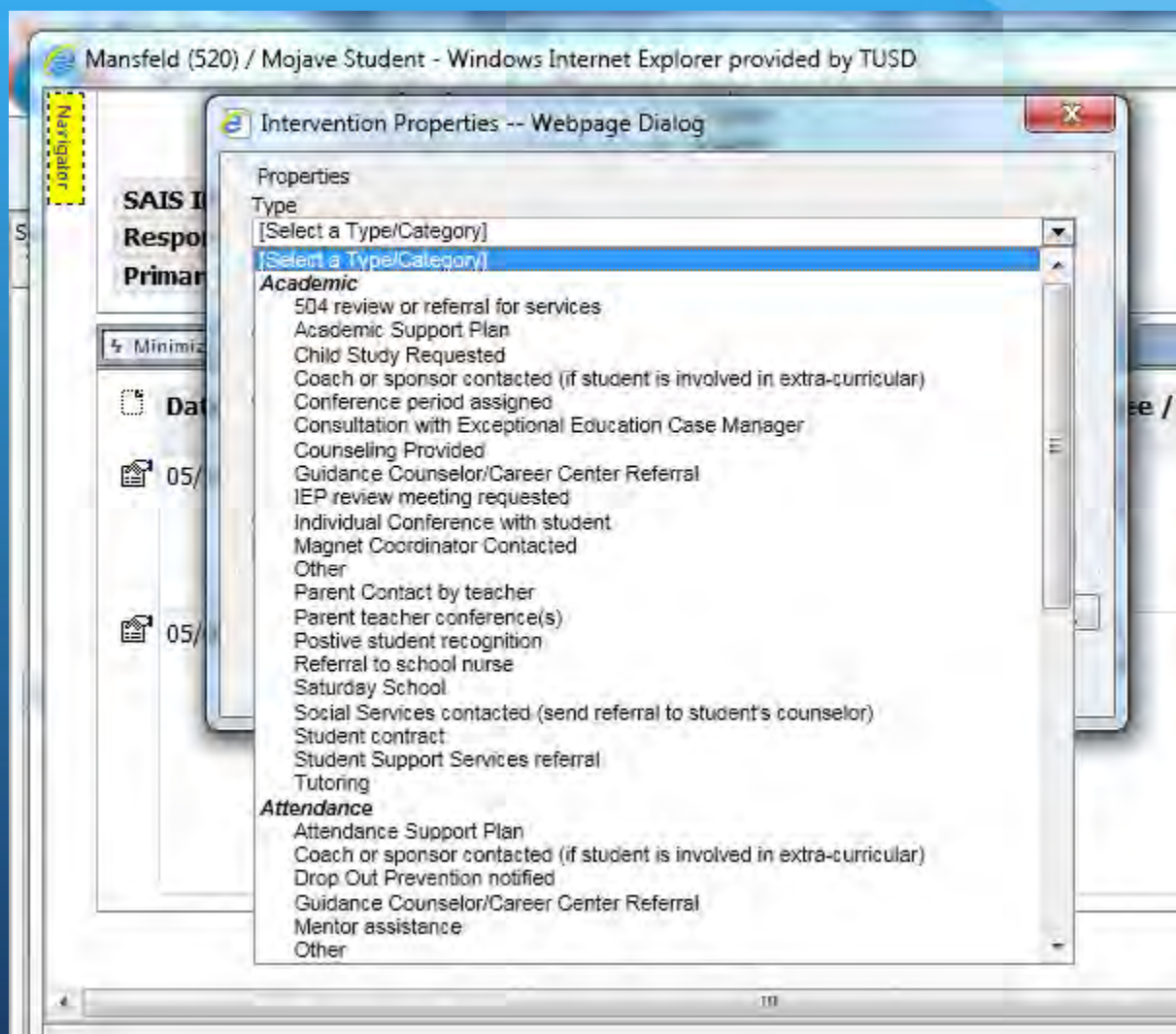
Minimize Up Down Print Refresh Help **STUDENT INTERVENTION**

No Content

Minimize Up Down Print Refresh Help **STUDENT INTERVENTION**

No interventions found.

How to Enter an Intervention



How to Enter an Intervention

Intervention Properties -- Webpage Dialog

Properties

Type
Positive student recognition

Date	Time	Hours	Mins.	Employee
12/08/2014	10:49AM			[Select an Employee]

Contact

Comment

Class
[Select a Class]

OK Cancel

Intervention Options

Academic

504 review or referral for services
Academic Support Plan
Child Study Requested
Coach or sponsor contacted (if student is involved in extra-curricular)
Conference period assigned
Consultation with Exceptional Education Case Manager
Counseling Provided
Guidance Counselor/Career Center Referral
IEP review meeting requested
Individual Conference with student
Magnet Coordinator Contacted
Other
Parent Contact by teacher
Parent teacher conference(s)
Positive student recognition
Referral to school nurse
Saturday School
Social Services contacted (send referral to student's counselor)
Student contract
Student Support Services referral
Tutoring

Intervention Options

Attendance

Attendance Support Plan
Coach or sponsor contacted (if student is involved in extra-curricular)
Drop Out Prevention notified
Guidance Counselor/Career Center Referral
Mentor assistance
Other
Parent Contact by teacher
Parent teacher conference(s)
Referral to school nurse
Social Services contacted (send referral to student's counselor)
Student Support Services referral

Intervention Options

Behavioral

504 review or referral for services
Behavior management plan
Child Study Requested
Coach or sponsor contacted (if student is involved in extra-curricular)
Consultation with Exceptional Education Case Manager
Counseling Provided
Guidance Counselor Referral
IEP review meeting requested
Individual Conference with student
Magnet Coordinator Contacted
Mentor assistance
Other
Parent Contact by teacher
Parent teacher conference(s)
Peer Mediation
Positive student recognition
Referral to school nurse
Restorative Circle
Restorative Conference
Restorative Response
Social Services contacted (send referral to student's counselor)
Student contract
Student Support Services referral

What is an intervention compared to a disciplinary action

INTERVENTION	DISCIPLINARY ACTION
Restorative/PBIS intent and/or out-come	Could be restorative and/or punitive in nature
Mojave Intervention Block	AZSafe
Focus on Prevention	Reactive

NOTE: All disciplinary actions should include a restorative component.

AZSafe or Interventions Block

- Level 1 - must be entered in the intervention block (focus on prevention/MTSS)
- Level 2 and above - enter in AZSafe
- In AZSAFE, document the most serious offense first (example marijuana and dress code)
- Calling the Police - noted as an action in AZSafe as "local law enforcement contacted"

How would you handle the situations below?

- Scenario #1 - Two students engage in a non-injury shoving match at lunch.



How would you handle the situations below?

- Scenario #2 - Name calling between two students.



How would you handle the situations below?

- Scenario #3 - An elementary student is running down the hallway and runs into an adult causing the adult to fall.



Important Information

- GSRR Training online
- AZSafe Training on SS/SE website
- Sending a student home
 - If you send a student home you must document the discipline action in AZSafe (as a suspension) if other than illness
- Suspension letters
 - Must be sent home and sent to the Student Equity office

INSTRUCTIONAL LEADERSHIP ACADEMY

Business

TUCSON UNIFIED SCHOOL DISTRICT

Thursday, January 8, 2015
8:00 – 11:30 a.m. & 12:30 – 4:00 p.m.
Location: Palo Verde Cyber Cafe

**SharePoint Attachment*

I. DISCUSSION/ACTION ITEMS

	Presenter	Time
1. Superintendent's Update	Dr. Sanchez	15 minutes
2. <i>*Marketing, Outreach and Recruitment</i>	Stefanie Boe	20 minutes
3. OCR Interpreter & Translation Services <i>*Meaningful Access Mandatory Powerpoint</i> <i>*Principal's Affidavit</i> <i>*Interpretations Translation Services</i> <i>*OCR Interpreter Translator Record of Events</i>	Ignacio Ruiz & Luis Orantes	20 minutes
4. Discipline Data and Corrective Actions	Ana Gallegos & Dr. Morado	30 minutes
5. Employee and Principal of Year	Dr. Adrian Vega	15 minutes
6. Health Fair with Pima County	Donna Johnson & Montserrat Caballero	10 minutes
7. Enrollment/Staffing a. NOTE: Certified hiring paperwork for 14-15 needs to be into HR no later than January 26th b. Note: January 15 Admin separation c. Note: January 31 Cert separation d. FYI: PC Site reports ready by January 20 e. FYI: PC Verification sent to sites on January 22 f. FYI: Site budget review February 5	Richard Foster	10 minutes
8. ESS – Begin week of January 20th	Dr. Adrian Vega	2 minutes
9. LSC Functions & Monthly Meetings	Richard Foster	10 minutes
10. Principal Handbook	Dr. Morado & Ana Gallegos	5 minutes
11. Elementary ONLY: Move on When Reading Kindergarten Round-up	Ana Gallegos	15 minutes

12. Secondary ONLY: <ul style="list-style-type: none">• Course Selection• AP Courses• CRC Courses• Master Schedule• Steps to Success	Dr. Morado	15 minutes
13. Closure	Dr. Sanchez	15 minutes

Description of January 8, 2015 Training

(This training did not include a power point presentation or handouts)

On January 8, 2015, the Assistant Superintendents for Elementary (Ana Gallegos) and Secondary schools (Dr. Abel Morado) provided training to principals and other administrators regarding the tracking and monitoring of discipline data, and the details of how corrective action plans are developed, implemented, and monitored. The Assistant Superintendents described the process that begins with the Student Services staff and the Academic Leadership staff reviewing the quarterly data and information, followed by similar reviews and discussions between the Academic Leadership directors and various principals at identified schools, and concluding with the development and implementation of corrective action plans. They stressed to principals that in addition to the quarterly reviews and corrective actions principals, independently and/or through their MTSS teams, had an ongoing duty to monitor discipline data, to identify subpopulations that appeared to be receiving disciplinary actions at disproportionate rates, and to identify teachers who may be contributing to the disproportionate administration of disciplinary actions. Additionally, that principals had an ongoing duty to address identified issues through their MTSS teams on an ongoing basis.

INSTRUCTIONAL LEADERSHIP ACADEMY

Professional Development

TUCSON UNIFIED SCHOOL DISTRICT

Thursday, April 23, 2015
 8:00 – 11:30 a.m. & 12:30 – 4:00 p.m.
 Location: Palo Verde High School – Cyber Cafe

**SharePoint Attachment*

I. DISCUSSION/ACTION ITEMS

	Presenter	Time
1. Superintendent’s Update	Dr. Sanchez	15 minutes
2. Curriculum Synthesis	ALL	90 minutes
3. GSRR	Julie Tolleson	45 minutes
4. Test Monitoring Update	Dr. Freitas	5 minutes
5. LSC Program Evaluation	Dr. Freitas	5 minutes
6. Sun Tran Bus Passes	Kandi Young	15 minutes
7.		
8.		
9. Closure	Dr. Sanchez	15 minutes

HOT TOPICS IN USP COMPLIANCE:

Out of School Suspension
and the Guidelines for
Student Rights and
Responsibilities

What Are *My* Obligations As a Site Administrator for USP Compliance

1. Use Exclusionary Discipline Sparingly!
2. Review My Site Level Data
3. Use the Data Analysis to Drive Change

Exclusionary Consequences

* Except under specific
circumstances covered in the fine
print ...



THOU
SHALT
NOT ...



shall not use exclusionary
consequences for low-level
conduct (Levels 1-2)

- GSRR PAGE 5

shall only involve School Safety
and/or Law Enforcement in high-
level student discipline (Levels 4-5)





shall keep students in
the classroom setting
whenever practicable.

Suspensions for Level 3 Violations

Disorderly Conduct

Bullying

Harassment

Fighting

ii. POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS (PBIS), a set of strategies and structures to assist schools to establish a positive school culture by constructively teaching school and social-emotional skills; positively reinforcing appropriate student behavior; using effective classroom management strategies to provide early intervention for misbehavior; and developing a continuum of graduated and appropriate consequences for more serious and continuous misbehavior.

Limit suspensions to “instances where student misbehavior is ongoing and escalating.”

Rights and Responsibilities

In 2013, the District shall, in consultation with an external expert experienced in implementing the behavior approach described above, evaluate and revise the Guidelines for Student Rights and Responsibilities (“GSRR”) to: (i) limit exclusionary consequences to instances in which student misbehavior is ongoing and escalating, and the District has first attempted and documented the types of intervention(s) used in PBIS and/or Restorative Practices, as appropriate; (ii) require the administration to impose consequences that are non-discriminatory, fair, age-appropriate and correspond to the severity of the student’s misbehavior; (iii) require that consequences are paired with meaningful instruction and supportive guidance (e.g., constructive feedback and restorative teaching) to offer students an opportunity to learn from the behavior and continue to participate in the school community; and (iv) require that law enforcement officers, including School Resource Officers, School Safety Officers, and other law enforcement and security personnel who interact with students, a

For all but the most severe offenses (Levels 4 and 5), suspension must be limited to instances in which:

- **the violation is a level 3;**
- **student misbehavior is ongoing or escalating; and**
- **only after implementing and documenting that non-exclusionary interventions have been attempted.**

Level Elevation

Administrators may apply an action that is one level higher than that listed, but only after approval from the Assistant Superintendent or Director.

The Asst Supt or Director will not permit a single type of behavior to be elevated more than one level, regardless of the frequency of occurrence.

TUSD

REQUEST TO ELEVATE DISCIPLINE LEVEL

SCHOOL: _____ DATE: _____

ADMINISTRATOR: _____

STUDENT NAME: _____ GRADE: _____ ETHNIC CODE: _____

VIOLATION AND CURRENT LEVEL _____

CONSEQUENCE REQUESTED: _____

WAS THE CONDUCT ONGOING AND ESCALATING? IF SO, PLEASE DESCRIBE: _____

PREVIOUS INTERVENTIONS: _____

REASON FOR REQUEST: _____

Approved: _____ Denied: _____

Assistant Sup't or Ed. Leadership Director

UNDER NO CIRCUMSTANCES SHALL DISCIPLINE BE ELEVATED MORE THAN ONE LEVEL ABOVE THE APPLICABLE VIOLATION. THIS FORM MUST BE SENT ELECTRONICALLY TO THE OFFICE OF STUDENT EQUITY FOR REVIEW.



SCHOOL THREAT OR INTERFERENCE

Definitions

Threatening an educational institution (School Threat) means to interfere with or disrupt an educational institution by do

1. For the purpose of causing, or in reckless disregard of causing, interference with or disruption of an educational instit cause physical injury to any employee of an educational institution or any person attending an educational institution
2. For the purpose of causing, or in reckless disregard of causing, interference with or disruption of an educational instit cause damage to any educational institution, the property of any educational institution, the property of any employe institution or the property of any person attending an educational institution.
3. Going on or remaining on the property of any educational institution for the purpose of interfering with or disrupting property or in any manner as to deny or interfere with the lawful use of the property by others.
4. Refusing to obey a lawful order to leave the property of an educational institution.

NOTE: "interference with or disruption of" includes only those acts that might reasonably lead to the evacuation or clc or to the postponement, cancellation, or suspension of any class or other school activity (though actual evacuai postponement, cancellation or suspension is not required).

Violation

Fire Alarm Misuse

Intentionally ringing fire alarm when there is no fire.

Other School Threat

An incident, not coded in the School Threat category, which involves threatening an educational institution.

Bomb Threat

Threatening an educational institution by using or threatening to use a bomb, or arson-causing device.

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SITE LEVEL DATA REVIEW

Who?

What?

Why?

implementation of PBIS, including: (a) developing model behavioral assessments and interventions; and (b) assisting school sites in developing systems and structures to use data for self-monitoring practices.

2.  By April 1, 2013, 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. 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.

D. Parental and Community Engagement

1. The revised GSRR, all related documents and the informational programs described in the paragraph below, shall be provided to all parents of students enrolled in the District, and shall be available in all of the District’s Major Languages at all school sites, the District Office, the Family Centers and on the District’s website. The District shall provide

implementation of PBIS, including: (a) developing model behavioral assessments and interventions; and (b) assisting school sites in developing systems and structures to use data for self-monitoring practices.

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Browser window showing a PDF document. The address bar contains <http://168.174.252.75/usp/Documents/uspfinal.pdf>. The toolbar includes navigation and editing tools, a zoom level of 151%, and a search bar containing the word "exclusionary".

student misbehavior; and (g) ensuring that parent(s) are included in all major decisions related to student behavior and discipline.

F. Monitoring

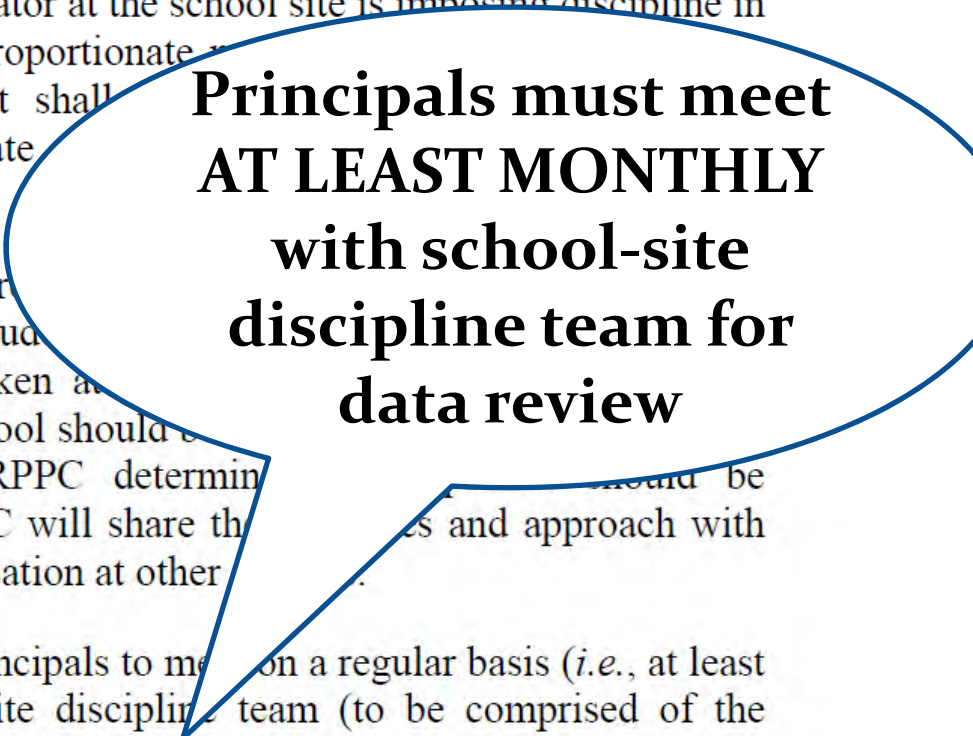
Suspension data ... referrals to law enforcement disaggregated by race/ethnicity/gender/ELL status **and grade, teacher, school ...**

ify any changes in the data
e reporting and evaluation
GSRR, including tracking
entifying necessary changes
ges shall be made by July 1,

2. ... 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 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 in violation of District policy, the District shall consider and take appropriate disciplinary action.

3. If the data collected and reviewed suggests that the school is not successful in managing student discipline, the RPPC shall examine the steps being taken at the school site and determine if the approach adopted by the school should be replicated at other schools in the District, and if the RPPC determines that the approach should be replicated, the District RPPC will share the findings and approach with the District to consider replication at other schools.
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 RPPSC, 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.



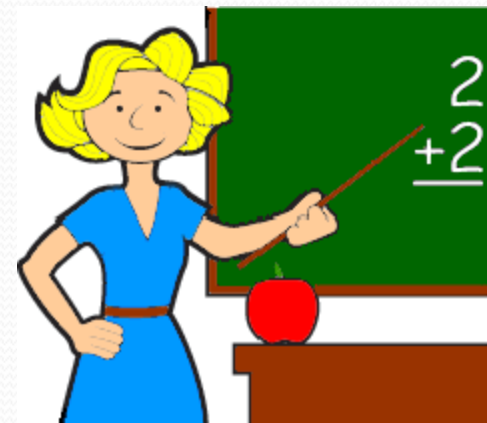
**Principals must meet
AT LEAST MONTHLY
with school-site
discipline team for
data review**

This is your MTSS Meeting

NOT!

MTSS

Discipline
Data Review





Professional Development

Evaluation

Letter of Direction?

Talk to Your Director, Student Equity, or Other Appropriate Resource



If you didn't
document it
it
didn't
happen

Help Us Show Our Hard Work

