# INSTRUCTIONAL LEADERSHIP ACADEMY
Professional Development
TUСSON 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

<table>
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<tr>
<th></th>
<th>Presenter</th>
<th>Time</th>
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<tbody>
<tr>
<td>1</td>
<td>Welcome</td>
<td>Dr. Adrian Vega</td>
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<tr>
<td>2</td>
<td>GSRRs</td>
<td>Dr. Adrian Vega</td>
</tr>
<tr>
<td>3</td>
<td><strong>Procurement:</strong></td>
<td>Kevin Startt &amp; Mark Neihart</td>
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<td></td>
<td>- School Photographers</td>
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<td></td>
<td>- After the facts</td>
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<td></td>
<td>- Procurement Resources</td>
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<td>4</td>
<td>MTSS</td>
<td>Richard Foster, Mary Quinnan, Michael Konrad</td>
</tr>
<tr>
<td>5</td>
<td><strong>Employee Discipline &amp; Conducting Investigations</strong></td>
<td>Anna Maiden, Nancy Woll, Jeff Coleman</td>
</tr>
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<td>6</td>
<td><strong>Interscholastics Handbook</strong></td>
<td>Herman House</td>
</tr>
<tr>
<td>7</td>
<td><strong>TUSD Calendar Options SY 15-16</strong></td>
<td>Dr. Adrian Vega</td>
</tr>
<tr>
<td>8</td>
<td><strong>Leadership Announcements</strong></td>
<td>Mary Quinnan, Dr. Abel Morado</td>
</tr>
<tr>
<td>9</td>
<td><strong>Closure</strong></td>
<td>Dr. Adrian Vega</td>
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</tbody>
</table>
Guidelines for Student Rights and Responsibilities

Discussion Topics

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

Process and Flow Chart
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)

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 5USP Section VI(A)(2)
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.

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.
Questions?
## DISCUSSION/ACTION ITEMS

<table>
<thead>
<tr>
<th></th>
<th>Presenter</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Principal’s Handbook</strong></td>
<td>Dr. Abel Morado &amp; Ana Gallegos</td>
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<tr>
<td>2</td>
<td><strong>Course Selection and Spring Process</strong></td>
<td>Dr. Abel Morado &amp; Ana Gallegos</td>
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<tr>
<td>3</td>
<td><strong>Break: 10 Minutes</strong></td>
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<td>4</td>
<td><strong>High School Expo</strong></td>
<td>Dr. Abel Morado &amp; Ana Gallegos</td>
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<td>5</td>
<td><strong>1st Quarter Discipline Data</strong></td>
<td>Eugene Butler</td>
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<td>6</td>
<td><strong>Evaluation Reminders</strong></td>
<td>Dr. Abel Morado &amp; Ana Gallegos</td>
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<td>7</td>
<td><strong>Break: 10 Minutes</strong></td>
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<td>8</td>
<td><strong>Review of Professional Boundary Training</strong></td>
<td>Dr. Abel Morado &amp; Ana Gallegos</td>
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<td>9</td>
<td><strong>Announcements</strong></td>
<td>Dr. Abel Morado &amp; Ana Gallegos</td>
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<td></td>
<td>- Winter Break</td>
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<td></td>
<td>- Inventory</td>
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<td>- 301</td>
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<td>10</td>
<td><strong>United Way Presentation</strong></td>
<td>Hilda Oropeza</td>
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<td>11</td>
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<td>12</td>
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</table>

**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

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<tr>
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<tbody>
<tr>
<td>1</td>
<td>Welcome</td>
<td>Dr. Vega</td>
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<tr>
<td>2</td>
<td>“Count Me In”</td>
<td>Sara Fitzsimmons</td>
</tr>
<tr>
<td>3</td>
<td>Open Enrollment (Preliminary Enrollment)</td>
<td>Bryant Nodine</td>
</tr>
<tr>
<td>4</td>
<td>GSRR</td>
<td>Charlotte Brown</td>
</tr>
<tr>
<td>5</td>
<td>USP Updates</td>
<td>Eugene Butler &amp; Richard Foster</td>
</tr>
<tr>
<td>6</td>
<td>AppliTrack Refresher</td>
<td>Janet Rico Uhrig &amp; Anna Maiden</td>
</tr>
<tr>
<td>7</td>
<td>FALL Journey – Reflection</td>
<td>Richard Foster</td>
</tr>
<tr>
<td>8</td>
<td>Elevator speech</td>
<td>Richard Foster</td>
</tr>
<tr>
<td>9</td>
<td>Closure</td>
<td>Dr. Vega</td>
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<tr>
<td></td>
<td>Tech Survey</td>
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</tr>
</tbody>
</table>
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

- As of Dec. 1: Submit Student Data Change Request Forms to Attendance Accounting
  Attendance Accounting Will Process and Maintain the Student Data Change Request Form
  More...

- Changes to Mojave OE/Magnet Reporting
  The Magnet/Open Enrollment Applications Report has been changed to return only summary
  initiation of applications on each individual student
How to Enter an Intervention

![Image of a computer interface for entering an intervention]

- **Student Search**: Search and select a student.
- **Student Demographic**: Display student's demographic information.
- **Student Intervention**: No interventions found.

- **Options**: Minimize, Print, Help, Refresh.
How to Enter an Intervention

![Image of software interface for entering interventions]

- **Properties**
  - **Type**
    - [Select a Type/Category]
  - **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
  - **Attendance**
    - Attendance Support Plan
    - Coach or sponsor contacted (if student is involved in extra-curricular)
    - Drop Out Prevention notified
    - Guidance Counselor/Career Center Referral
    - Minor assistance
    - Other
How to Enter an Intervention
## 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

<table>
<thead>
<tr>
<th>INTERVENTION</th>
<th>DISCIPLINARY ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restorative/PBIS intent and/or</td>
<td>Could be restorative and/or punitive in nature</td>
</tr>
<tr>
<td>out-come</td>
<td></td>
</tr>
<tr>
<td>Mojave Intervention Block</td>
<td>AZSafe</td>
</tr>
<tr>
<td>Focus on Prevention</td>
<td>Reactive</td>
</tr>
</tbody>
</table>

**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**  

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

*SharePoint Attachment*

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<tr>
<td>1.</td>
<td>Superintendent’s Update</td>
<td>Dr. Sanchez</td>
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<tr>
<td>2.</td>
<td><em>Marketing, Outreach and Recruitment</em></td>
<td>Stefanie Boe</td>
</tr>
</tbody>
</table>
| 3. | OCR Interpreter & Translation Services  
*Meaningful Access Mandatory Powerpoint*  
*Principal’s Affidavit*  
*Interpretations Translation Services*  
*OCR Interpreter Translator Record of Events* | 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 |
<table>
<thead>
<tr>
<th>12. Secondary ONLY:</th>
<th>Dr. Morado</th>
<th>15 minutes</th>
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<tbody>
<tr>
<td>• Course Selection</td>
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<tr>
<td>• AP Courses</td>
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<td>• CRC Courses</td>
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<tr>
<td>• Master Schedule</td>
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<tr>
<td>• Steps to Success</td>
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<tr>
<td>13. Closure</td>
<td>Dr. Sanchez</td>
<td>15 minutes</td>
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</table>
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*

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<td>Superintendent’s Update</td>
<td>Dr. Sanchez</td>
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<td>2</td>
<td>Curriculum Synthesis</td>
<td>ALL</td>
</tr>
<tr>
<td>3</td>
<td>GSRR</td>
<td>Julie Tolleson</td>
</tr>
<tr>
<td>4</td>
<td>Test Monitoring Update</td>
<td>Dr. Freitas</td>
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<td>5</td>
<td>LSC Program Evaluation</td>
<td>Dr. Freitas</td>
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<td>6</td>
<td>Sun Tran Bus Passes</td>
<td>Kandi Young</td>
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<td>7</td>
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<td>8</td>
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<tr>
<td>9</td>
<td>Closure</td>
<td>Dr. Sanchez</td>
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</table>
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)
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
Limit suspensions to “instances where student misbehavior is ongoing and escalating.”
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.
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.

September 12, 2014
## SCHOOL THREAT OR INTERFERENCE

### Definitions

Threatening an educational institution (School Threat) means to interfere with or disrupt an educational institution by doing any of the following:

1. For the purpose of causing, or in reckless disregard of causing, interference with or disruption of an educational institution by doing any act which, in itself, might reasonably be expected to 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 institution by doing any act which, in itself, might reasonably be expected to cause damage to any educational institution, the property of any educational institution, the property of any employee of an educational 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 the lawful use of the 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 closure of the educational institution, or to the postponement, cancellation, or suspension of any class or other school activity (though actual evacuation, postponement, cancellation or suspension is not required).

### Violation

<table>
<thead>
<tr>
<th>Fire Alarm Misuse</th>
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<tr>
<td>Intentionally ringing fire alarm when there is no fire.</td>
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<tr>
<th>Other School Threat</th>
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<tr>
<td>An incident, not coded in the School Threat category, which involves threatening an educational institution.</td>
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<tr>
<th>Bomb Threat</th>
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<tr>
<td>Threatening an educational institution by using or threatening to use a bomb, or arson-causing device.</td>
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</tbody>
</table>
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 PPC 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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F. Monitoring

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