TUSD
Administrator’s Three-Day Conference
July 14-16, 2014
Santa Rita High School – JTED Center
3951 S Pantano Rd.

Purpose: To prepare site and district level administrators to lead the learning of their sites and departments in the areas of:

- TUSD English/Language Arts and Math Curriculum based on the Arizona College Career Readiness Standards
- Multi-Tier System of Support
- Guidelines for Student Rights and Responsibilities
- Danielson Framework for Teaching
- Customer Service
- Parent Link

Day One – AGENDA
Monday, July 14, 2014

<table>
<thead>
<tr>
<th>Time</th>
<th>Elementary (K-5)</th>
<th>Secondary (K-8/Middle/High)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45 - 8:00</td>
<td>Welcome</td>
<td>Welcome</td>
</tr>
<tr>
<td>8:00 - 11:30</td>
<td>TUSD ELA</td>
<td>TUSD Math</td>
</tr>
<tr>
<td>11:30 - 12:30</td>
<td>Lunch On Your Own</td>
<td>Lunch On Your Own</td>
</tr>
<tr>
<td>12:30 - 4:00</td>
<td>MTSS (1 ½ Hour)</td>
<td>Danielson / Teachscape</td>
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<tr>
<td></td>
<td>GSRR (1 hour)</td>
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<td>When to Call Police? (60 minutes)</td>
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Day Two – AGENDA
Tuesday, July 15, 2014

<table>
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<tr>
<th>Time</th>
<th>Elementary (K-5)</th>
<th>Secondary (K-8/Middle/High)</th>
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<tbody>
<tr>
<td>8:00 - 11:30</td>
<td>TUSD Math</td>
<td>TUSD ELA</td>
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<tr>
<td>11:30 - 12:30</td>
<td>Lunch On Your Own</td>
<td>Lunch On Your Own</td>
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<td>Danielson / Teachscape</td>
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<td></td>
<td>GSRR (1 hour)</td>
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<td>When to Call Police? (60 minutes)</td>
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Day Three – AGENDA
July 16, 2014

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<th>Time</th>
<th>Elementary (K-5)</th>
<th>Secondary (K-8/Middle/High)</th>
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<tr>
<td>8:00 - 8:30</td>
<td>Expectations for Parent Link</td>
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<td>8:30 - 10:00</td>
<td>Parent Link</td>
<td>Temp Hourly</td>
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<td>10:15 - 11:45</td>
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<td>Parent Link</td>
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<tr>
<td>11:50 - 12:30</td>
<td>Sub Finder</td>
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## 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

**SharePoint Attachment**

### I. DISCUSSION/ACTION ITEMS

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

## 1. DISCUSSION/ACTION ITEMS

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

<table>
<thead>
<tr>
<th></th>
<th>Presenter</th>
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<tbody>
<tr>
<td>1.</td>
<td>Superintendent’s Update</td>
<td>Dr. Sanchez</td>
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<tr>
<td>2.</td>
<td>Curriculum Synthesis</td>
<td>ALL</td>
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<tr>
<td>3.</td>
<td>GSRR</td>
<td>Julie Tolleson</td>
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<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>8.</td>
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<td>9.</td>
<td>Closure</td>
<td>Dr. Sanchez</td>
</tr>
<tr>
<td>Time</td>
<td>Monday, June 1</td>
<td>Tuesday, June 2</td>
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<tr>
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<tr>
<td>8:00 – 8:30</td>
<td>Introduction Dr. Vega</td>
<td>Introduction Dr. Sanchez</td>
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<tr>
<td>8:30 – 9:00</td>
<td>Reflection Dr. Vega</td>
<td>Reflection Dr. Vega</td>
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<td>9:00 – 9:15</td>
<td>BREAK</td>
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<tr>
<td>9:15 – 10:45</td>
<td>USP Overview Sam Brown</td>
<td>Discipline Dr. Vega</td>
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<td>10:45 – 11:00</td>
<td>BREAK</td>
<td>BREAK</td>
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<tr>
<td>11:00 – 12:15</td>
<td>GSRRCulture &amp; Climate</td>
<td>Corrective Action Plans</td>
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<td>12:15 – 1:15</td>
<td>LUNCH</td>
<td>LUNCH</td>
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<td>1:15 – 2:30</td>
<td>GSRRCulture &amp; Climate</td>
<td>Suspections</td>
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<td>2:30 – 2:45</td>
<td>BREAK</td>
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<tr>
<td>2:45 – 4:00</td>
<td>GSRRCulture &amp; Climate</td>
<td>Suspections</td>
</tr>
</tbody>
</table>

**Data Monitoring Discipline (Quarterly: David Scott)**

**GSRR:** Julie Tolleson & Charlotte Brown

**Principal**

**Hand Book:** Ana Gallegos & Dr. Abel Morado

**504s IEPs:** Scott Hagerman & Brenda Hanna

**Performance Mgmt. Teacher Eval.:** Maria Marin, Kathleen Scheppe & Mary Quinnan

**Principal Evaluation:** Richard Foster

**Culturally Responsive:** Lorenzo Lopez, Maria Federico-Brummer & Dr. Clarice Clash

**PBIS:** Karen Ward

**Referral Process (work session exploring the protocols and referral process):** Charlotte Brown & Eugene Butler Jr.

**Corrective Action Plans:** Herman House, Chuck McCollum & Michael Konrad

**Suspensions:** Julie Tolleson & Dr. Abel Morado
USP Presentation on Student Discipline
School Administrator Presentation
Julie C. Tolleson and Abel Morado
Catalina High School
June 2, 2015

TUSD Past Practices
Student Discipline at School Sites
- Data reviews, if done, were site specific
  Due Process
  Did consequences correspond with severity of violation?
  Principal was the arbiter
- Long Term Hearings were done at the sites, AP to AP
- District oversight was minimal and based on old
  GSRR
- No plaintiffs, No USP, No Special Master Oversight
  Disproportionate data based on ethnicity not reviewed at most schools or at District levels

We Have A Problem
- Our past practices:
  Are not sustainable
  Are prohibited by our oversight bodies
  Are not supported by best practices
- If left unchecked, these practices would keep the District under court oversight, and would lead to less autonomy for the District and school leaders.

Guiding Principles: A Resource Guide for Improving School Climate and Discipline
Nationwide, data collected by our Office for Civil Rights show that youths of color and youths with disabilities are disproportionately impacted by suspensions and expulsions. For example, data show that African-American students without disabilities are more than three times as likely as their white peers without disabilities to be expelled or suspended. Although students who receive special education services represent 12 percent of students in the country, they make up 19 percent of students suspended in school; 20 percent of students receiving out-of-school suspension once; 25 percent of students receiving multiple out-of-school suspensions, 19 percent of students expelled; 23 percent of students referred to law enforcement; and 23 percent of students receiving a school-related arrest.

—Annie Donvan, 2014

The Charge for Principals
- Keep a safe and secure campus
- Make sure relationships were effective with faculty and staff
- We operated a model of discipline and order that valued most students and supported a collegial relationship with faculty and staff.
- We have been more proactive and inclusive of all students in academic areas of achievement.

Realities
- We are mindful that disciplinary matters involving students present real challenges for school administrators.
- The responsibility to maintain a safe and secure school campus is not easy and cannot be done by talking things out with problem students.
- Now more than ever each principal needs a comprehensive school plan for maintaining a safe and orderly learning environment for all students.
Oversight

The following offices and individuals have oversight:

- Academic Leadership Office
- Student Services Office
  - Equity Office
  - Equity Directors
- Legal Office
- Desegregation Office
- Both Plaintiffs
- Special Master
  - Subcommittees
- Department of Justice

Training So Far

All administrators have been provided the following training:

- SAIL
- GSRR
- PBIS
- Restorative Practices

We Have More Work To Do

- We're not seeing consistency and sustainability of current GSRR and SAIL practices.
- There are pockets of excellence, but we need to see more capacity across all of our schools.
- There needs to be more comprehensive training of what is in the USP agreement, GSRR, and SAIL practices.
- This training is vital for administrative teams, certified support staff, and faculty.

What's More...

Training alone is not enough

- There needs to be more buy-in to the new practices mandated through the USP.
- We need to see more commitment from a wider audience within school staff.
- We need to see the by-product of this training translated into daily practices, vocabulary, into the daily interactions with students, and widely announced to students and parents.
- Administrators need to tighten up GSRR, MTSS, and Mojave processes and practices.

Persistent Problems

- Listing interventions that are not interventions and using this as evidence to support elevating a GSRR violation level.
- Listing past discipline as interventions.
- Not following the GSRR protocols with fidelity
- Using exclusionary discipline prior to exploring inclusive and tiered interventions.
- Not listing discipline or interventions appropriately in Mojave
- Poor investigations
- Paperwork problems
- Communication gaps at several levels

Out of School Suspensions

Short Term

- Level 3 violation = 1-10 days

Long Term

- Level 4 violation = 11-30 days
- Level 5 violation = 11-180 days
  (possible expulsion)
YOU

shall keep students in the classroom setting whenever practicable.

Specific Directives in the USP Reflected in the GSRR

- Exclusionary Discipline will be used as a last resort.
- The administrator will ensure that disciplinary consequences adhere to the GSRR.
- Student behavior has been ongoing and escalating
- Administer consequences
- Non-discriminatory
- Fair
- Age Appropriate
- Corresponds to severity of student misbehavior
- Are consequences paired with meaningful instruction and supportive guidance
- No law enforcement or school safety involved in low level student discipline.

Plaintiff Concerns Listed in USP

- The District endorses the following practices as interventions for students:
  - Use of Restorative practices
  - Positive Behavior Interventions and Support

- The Parties acknowledge that the administration of student discipline can result in unlawful discrimination when students are disproportionately impacted or treated differently by virtue of their race or ethnicity.
- The Parties further acknowledge that the punitive use of serious disciplinary sanctions for low-level offenses creates the potential for negative educational and long-term outcomes for affected students.

Plaintiff Concerns Listed in USP

- The District shall allow the United States to consider its student behavior policies and discipline practices in isolation, but as part of the Districts overall goal of creating an inclusive and supportive environment in District schools.
- The District shall not consider its student behavior policies and discipline practices in isolation, but as part of the Districts overall goal of creating an inclusive and supportive environment in District schools.
- The District shall reduce racial and ethnic disparities in the administration of school discipline.

To Address the Problem the USP Directs Us to Find the Cause ...
When I have an out-of-school suspension ...

Am I tracking the issue by teacher, to ensure that lesser consequences and interventions are being appropriately attempted in that classroom?  

Am I tracking the issue by student for MTSS purposes, including dropout prevention, academic and behavioral supports, and evaluation for exceptional education (child find)?  

Am I consulting properly with my director when needed?  

Am I reporting all suspensions to Student Equity for weekly data tracking?  

Central Monitoring by Student Equity and Special Master’s Implementation Committee ....  

Looking for Failed Interventions ....
Required Reading

Guiding Principles: A Resource Guide for Improving School Climate and Discipline. 
Executive Summary Pages 1-27 
US Department of Education, January 2014
Case 4:74-cv-00090-DCB   Document 1851-6   Filed 09/30/15   Page 248 of 249

**TUSD: One System... One Referral**
Presented by: Charlotte Brown and Eugene Butler, Jr.  
Catalina High School  
June 2, 2015

"Teamwork Makes the Dream Work!"

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**Norms**
- Equity of voice
- Respect for our peers
- Only one participant may speak at a time.
- Respectful use of electronic devices

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**Objective:**
- The overall objective is to work collaboratively in order to create one standard referral form for the district, and to establish a protocol to be implemented consistently throughout the organization.

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**Every Child Will Achieve at Whatever Level of Expectation that We Have for Them...**

- Successful Students
- Quality and Equitable Education
- High Standards and Consistent Disciplinary Actions/Support

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**Ice Breaker**
Ms. Brown

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**Setting the Tone from Day One**

<table>
<thead>
<tr>
<th>What happens before the referral is written (School-wide plan)?</th>
<th>What is happening during the referral process?</th>
<th>What happens after the referral has been written? Follow up?</th>
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</thead>
<tbody>
<tr>
<td>Small Group Discussion</td>
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</tr>
<tr>
<td>Large Group Discussion</td>
<td>Large Group Discussion</td>
<td>Large Group Discussion</td>
</tr>
</tbody>
</table>

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Interactive Group Work Session:

- What would you like to see in a universal referral? Examples will be provided.
- Memorize ideas in writing.
- Gallery Walk.
- Group sharing session.

Questions and Answers

- Questions
- Answers

Evaluation and Exit Pass
Professional Development/Work Session for TUSD Referral Process

- Did the presenters clearly identify the objective(s) and the purpose of the work session/training?
- Do you believe that the expected goal can be achieved?

Enjoy the other Breakout Sessions