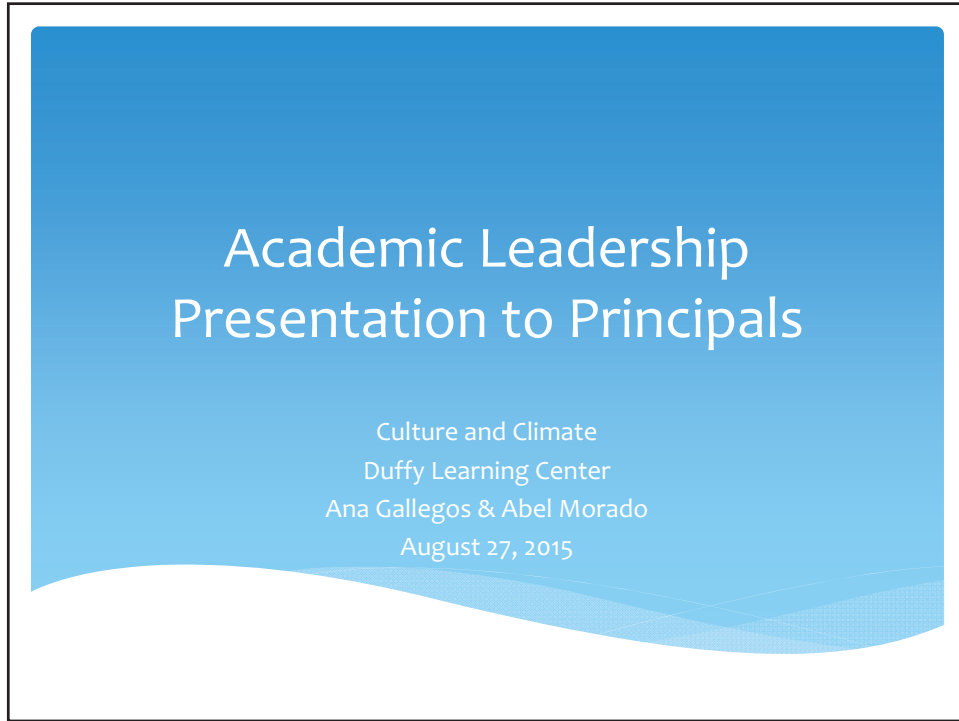
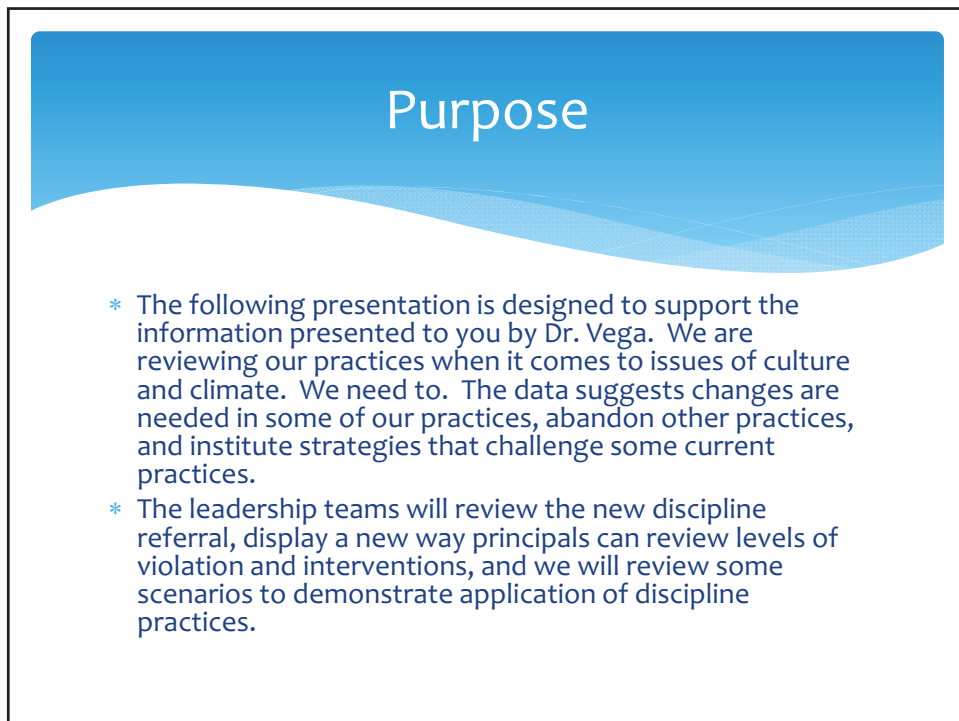


APPENDIX VI – 10



Academic Leadership Presentation to Principals

Culture and Climate
Duffy Learning Center
Ana Gallegos & Abel Morado
August 27, 2015



Purpose





- * The following presentation is designed to support the information presented to you by Dr. Vega. We are reviewing our practices when it comes to issues of culture and climate. We need to. The data suggests changes are needed in some of our practices, abandon other practices, and institute strategies that challenge some current practices.
- * The leadership teams will review the new discipline referral, display a new way principals can review levels of violation and interventions, and we will review some scenarios to demonstrate application of discipline practices.

Behavior Referral Process

BEHAVIOR REFERRAL PROCESS

Explaining the process that teachers/staff need to take **BEFORE** a behavior referral is written on a student.

The steps that must be completed first are:

-  1. **Teacher/student conference**
-  2. **Meaningful parent contact**
(i.e. two-way conversation)
-  3. **In-class interventions**
-  4. **Counselor/LSC/support staff assistance**

If behaviors continue once all the steps have been completed, the teacher may/should write a referral.

Referral Form

TUSD TUSD STUDENT DISCIPLINE OFFICE REFERRAL FORM

Student's Name:	Grade:	Matriculation #:
Referring Person:	Date:	Intervention in Mojave <input type="checkbox"/>
Location/Lesson:	Time:	
Briefly describe the student's behavior and the nature of the incident (focus on facts only):		

Do not write below this line. Office personnel only:

Level I violation _____ Level II violation _____ Level III violation

Level IV violation _____ Level V violation _____

Parent Contacted by: Phone _____ Letter _____ Conference _____ Email _____ Date: _____

Administrator/Designee Signature: _____ Conference date with student: _____

ADMINISTRATIVE ACTION TAKEN:

Intervention(s) (Mojave)	Consequence/Outcome (Discipline - AZ Safe)

<p>TEACHER MANAGED</p> <p>Minor aggressive act Disruption Off-task Gossip/Conflict Arguing with peers Chewing gum Graffiti Horseplay Cheating Electronics Disrespect Profanity Insubordination</p>		<p>ADMIN/SUPPORT MANAGED</p> <p>Aggressive arguing with peers Arson Assault/fighting Threats of harm Tampering with fire alarm Gang affiliation/signs Harassment (all) Leaving school grounds Bullying Weapons/dangerous items Drugs/alcohol/tobacco Hate language Dress code violation</p>	
<p>TEACHER RESPONSE</p> <p>Teacher/student conference MTSS (as appropriate) Call home AZSafe (potential) Refocus Behavior plan Seating adjustment Dept./team conference Proximity Verbal/nonverbal cue Refocus form Chill zone Buddy teacher Lunch detention w/ teacher Team intervention Restorative conference/circle</p>		<p>ADMIN/SUPPORT RESPONSE</p> <p>Referral Escort to office Admin call home AZSafe Parent conference Restorative conference/circle MTSS (as appropriate)</p>	

Violation Levels and Possible Actions

- The violations in GSRR were copied and placed onto a sheet that provides administrators easier access to the violation, intervention and actions that can be taken.
- Mr. Konrad will guide you through this document.
- Please open the document in SharePoint, entitled: GSRR Violation Levels and Possible Actions

Scenarios

- * There are three scenarios we would like you to review at your table. Each scenario stands on its own.
- * Kathy Scheppe will present the first two scenarios.
- * Herman House will present the third scenario.
- * The questions attached to the scenario are critical to the discipline referral process.
- * Please collaborate and post questions we can collect and the Directors will forward an FAQ

Flowchart

