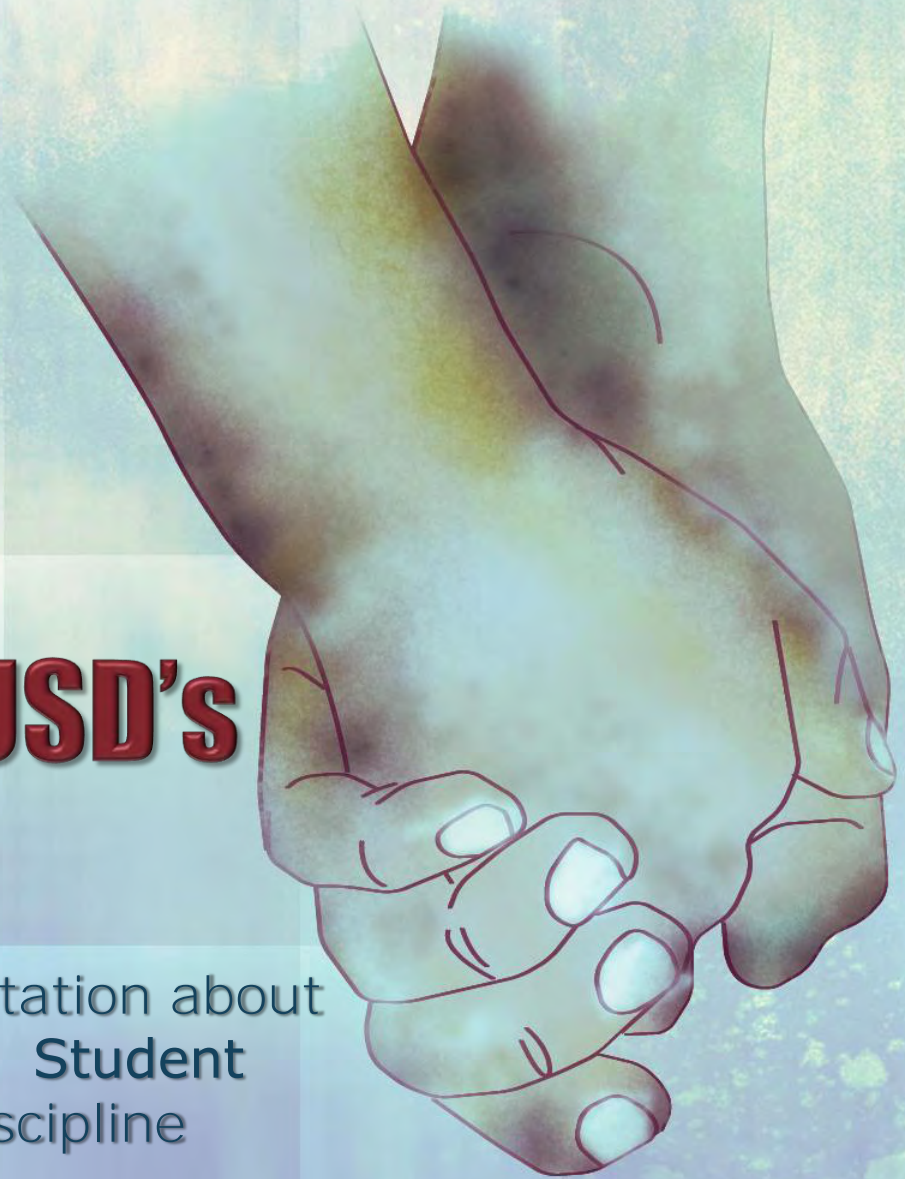


APPENDIX VI – 12

Welcome to TUSD's

Informational Presentation about
our School's Culture, Student
Expectations, and Discipline



Discussion Topics

- 1** Frequently Asked Questions
- 2** Positive Behavioral Intervention and Supports
- 3** Restorative Practices
- 4** Guidelines for Student's Rights and Responsibilities
- 5** Due Process and Appeals
- 6** Resolving Concerns

- **Q – Has TUSD established procedures for addressing disciplinary issues *prior* to writing a referral?**
- **A. Yes,** Interventions to address and attempt to change behaviors are required to be attempted and documented. The referral process may be utilized before a student is in danger of exclusionary discipline.

- **Q – What is exclusionary discipline?**
- **A.** These are consequences used by school administrators that temporarily remove a student from their regular educational setting. An example of exclusionary discipline is an out of school suspension.

- **Q – Does TUSD investigate bullying allegations on its campuses?**
- **A. Yes,** All reports of bullying are investigated by the principal. If the allegation of bullying is sustained, disciplinary actions that are aligned with the Code of Conduct/GSRR are assigned, and may include exclusionary actions. You may find the Governing Board regulation on bullying through the following link: [JICK-R](#)

- **Q – Are ‘free fights’ permitted under the current Code of Conduct/GSRR?**
- **A. No,** TUSD strives to maintain a safe and secure learning environment for all. We in no way condone violence at our schools. Administrators record evidence of interventions and restorative actions. This school year, students who violate the Code of Conduct by fighting will be suspended short term out of school, followed by a two day in school intervention, and each will be counseled. Students who fight a second time during the school year are subject to being assigned to our District Alternative Education Program for a period of time.

- **Q – Have site administrators been disallowed or discouraged from suspending students of color?**
- **A. No,** Suspension for any and all students is allowed as long as the non-exclusionary procedures have been satisfied first. The Code of Conduct/GSRR applies to all students regardless of race. However, the district and school principals do review discipline trends and patterns. Principals are encouraged to look at their discipline data through various factors, which includes race, areas of campus where problems are more prevalent, and classrooms where teachers may need more support.

- **Q – What is racial/ethnic disproportionality as it applies to school discipline?**
- **A.** Disproportionality in discipline means that one particular race or ethnicity of students receives discipline consequences different from other student groups. One example would be if a particular sub-group of students made up 10% of the student population but 30% of the students being disciplined. Another example of disproportionality would be if a sub-group of students received more serious consequences for a particular violation code than other students who were given consequences for the same infraction.

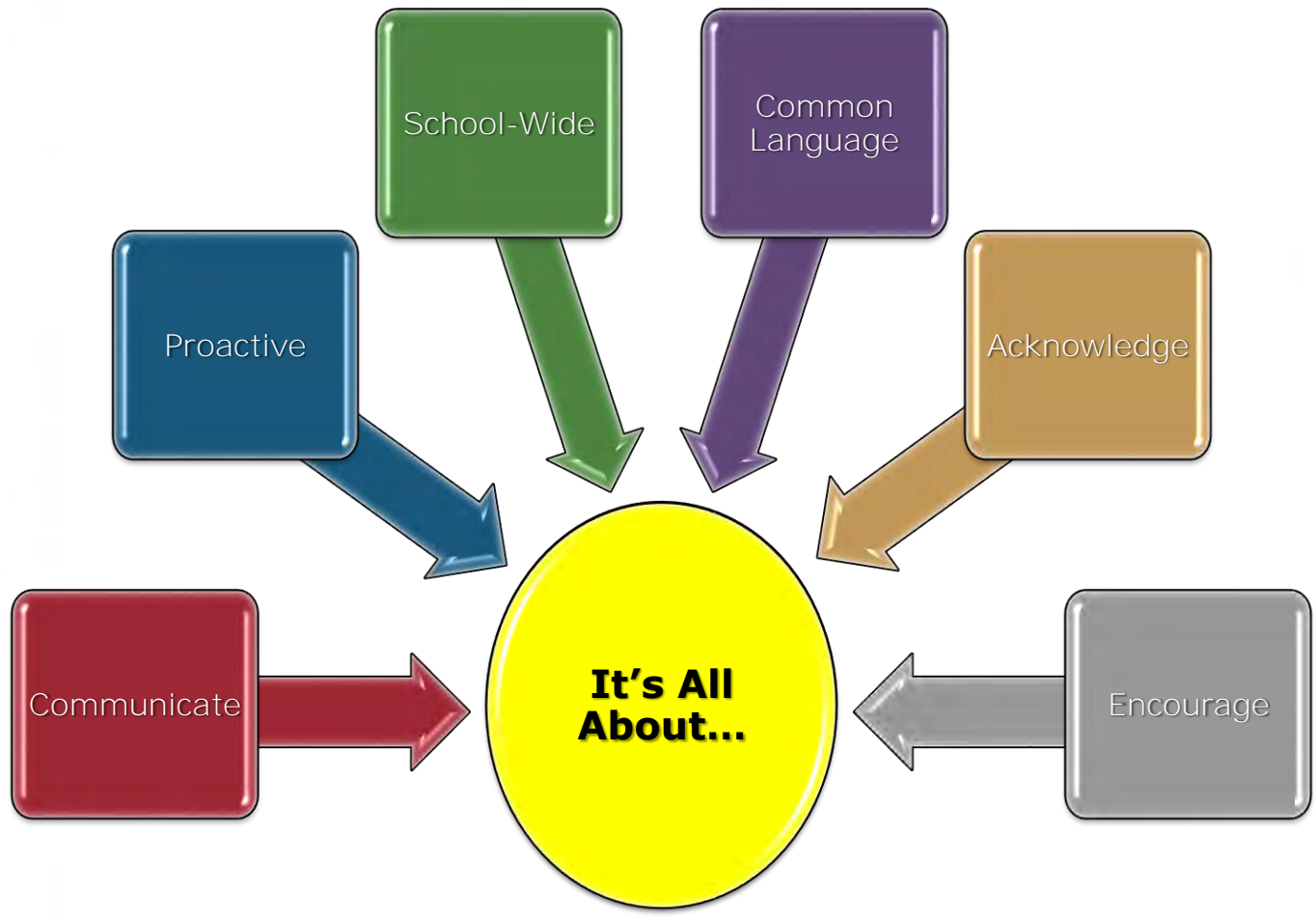
- **Q – Does TUSD minimize student violation levels?**
- **A. No,** TUSD does not minimize student violations. Principals may petition to have a violation level modified, but only a Director or Assistant Superintendent can permit the level to be changed. We want principals to work with each student and parent individually, while at the same time to be consistent in how the Code of Conduct is enforced.

- **Q – Does TUSD suspend students?**
- **A. Yes,** TUSD does not suspend for level 1 or 2 violations. However, sites may use exclusionary discipline for higher level violations, especially if those violations interfere with the ability to maintain a safe and secure learning environment. Principals are asked to monitor and judge the severity of a Code of Conduct/GSRR violation. Maintaining a safe and secure school is a top priority for the District and for our principals.

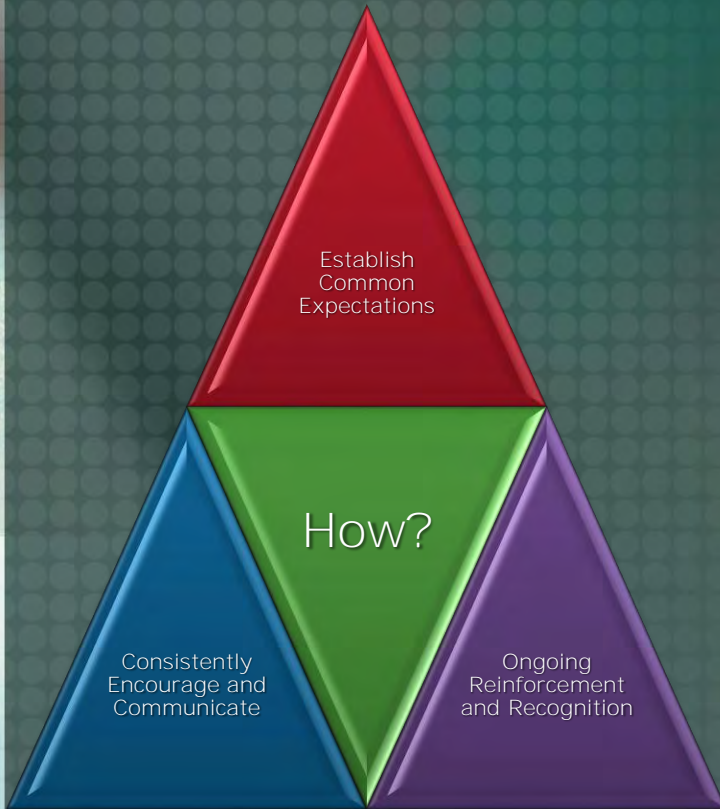
P.B.I.S.
Positive
Behavioral
Intervention and
Supports



P.B.I.S.



P.B.I.S.



Why?

Preventative
Approach

Creates a
positive, safe
school climate to
maximize success

Example of PBIS – Matrix of Expectations

		SETTING						
		All Settings	Hallways	Playground	Cafeteria	Library/ Computer Lab	Assembly	Bus
EXPECTATION	Respect Ourselves							
	Respect Others							
	Respect Property							

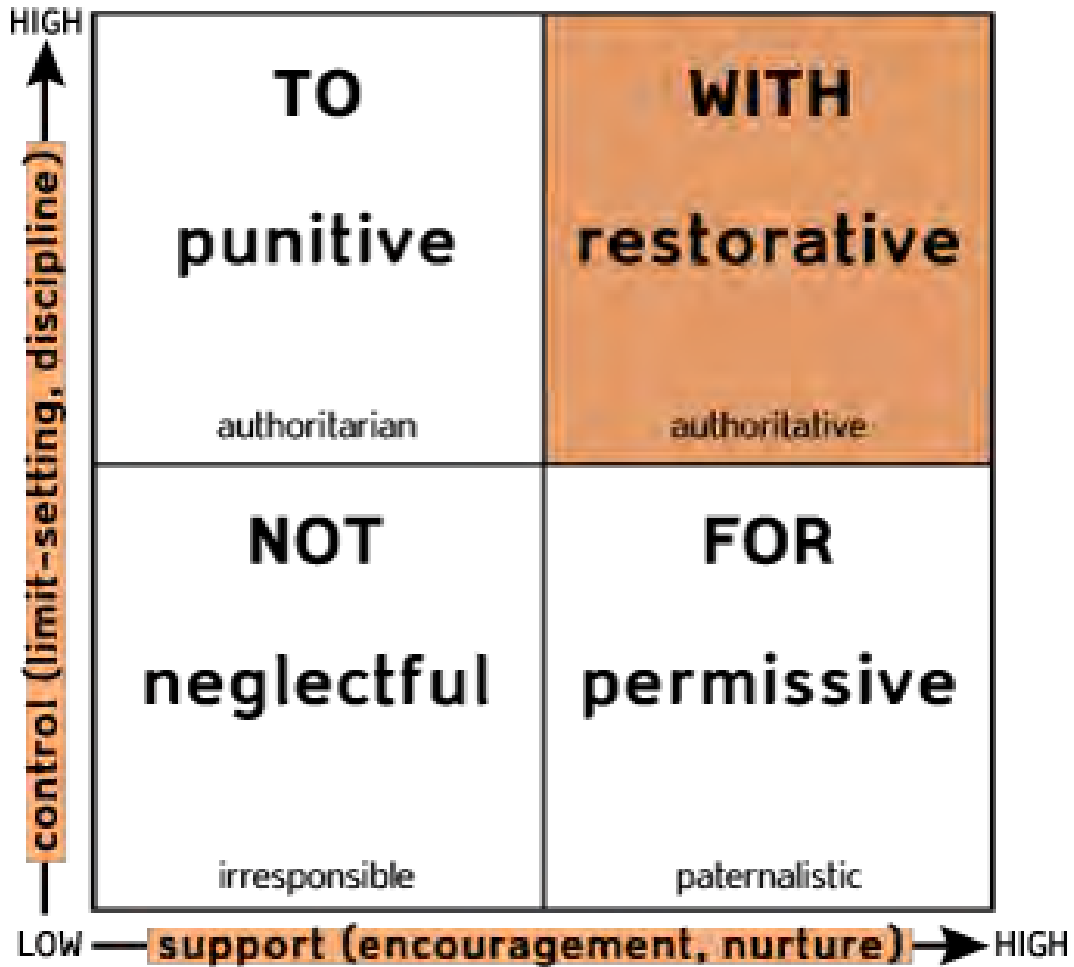
Restorative Practices is building, enhancing and restoring relationships across school communities through positive changes in behavior.



Restorative Practices



SOCIAL DISCIPLINE WINDOW



Restorative Practices

Restorative Practices



The Purpose of The Guidelines for Student Rights and Responsibilities



Explains the rights and responsibilities of students



Describes behavior which violates the rights and responsibilities



Aims for consistency throughout the District



Assures the rights of students when disciplinary action is taken



They May Also Apply



When a student's behavior away from school has a negative effect on the other students.



If the action disrupts the educational process.



The violation is directly connected to prior violations at school.

Rights and Responsibilities

LEVEL 1	<ul style="list-style-type: none"> ○ Parent Notification / Conference Request ○ Student Conference ○ Restorative Circle ○ Restorative Conference ○ Confiscation of Contraband ○ Student Verbal Apology ○ Student Written Apology ○ Warning ○ Referred to Outside Agency 	<ul style="list-style-type: none"> ○ Detention (before/after school lunch) ○ Peer Mediation ○ Privileges Suspended ○ Restitution ○ Saturday School ○ Teen Court ○ Functional Behavioral Assessment ○ Behavior Learning Packets ○ Time Out ○ Reflective Essay ○ Meeting With School Counselor ○ Community Service (not work detail) 	<ul style="list-style-type: none"> ○ Reassignment To Different Class ○ Behavior Contract ○ Behavior Intervention Group ○ Threat Assessment ○ Behavior Intervention Plan ○ Monitoring of Selected Problem Behaviors ○ Other Action ○ Some actions may not be available at all sites
LEVEL 2	<p>Any Action from the prior level(s) may also be imposed.</p> <ul style="list-style-type: none"> ○ Restorative Conference and/or Restorative Circle ○ Social Skills Groups and/or Mentoring 		
LEVEL 3	<p>Any Action from the prior level(s) may also be imposed.</p> <ul style="list-style-type: none"> ○ Short-Term In School Action and/or Abeyance ○ Restorative Conference and/or Restorative Circle ○ In School Suspension/Intervention or Out of School Suspension and/or Abeyance (Short Term 1-10 Days) ○ But only where student misbehavior is ongoing and escalating, and only after the site has first attempted and documented the types of interventions(s) used in PBIS or Restorative Practices 		
LEVEL 4	<p>Any Action from the prior level(s) may also be imposed.</p> <ul style="list-style-type: none"> ○ Out of School Suspension and/or Abeyance – Long-Term (11-30 Days) ○ Restorative Conference and/or Circle (upon re-entry to school) 		
LEVEL 5	<p>Any Action from the prior level(s) may also be imposed.</p> <ul style="list-style-type: none"> ○ Out of School Suspension and/or Abeyance – Long-Term (11-180 Days) ○ Restorative Conference and/or Restorative Circle (upon re-entry to school) ○ Expulsion 		

Violation

Action Level

Recklessness

Unintentional, careless behavior that **may pose** a safety or health risk for yourself or for others.

1

Minor Aggressive Act

Student engages intentional, **non-serious but inappropriate physical contact** such as, but not limited to; hitting, poking, pulling, pushing, etc.

2

Other Aggression

Includes other acts of aggression not specifically listed within the Aggression section including, but not limited to, intentional, **serious and inappropriate physical contact** including, but not limited to any example listed under “Minor Aggressive Act” that may result in a serious physical injury.

3

Disorderly Conduct

A person commits disorderly conduct if, with intent to disturb the peace or quiet of a neighborhood, family or person, or with knowledge of doing so, such person:

- a. Engages in violent or seriously disruptive behavior.
- b. Uses abusive or offensive language or gestures to any person present in a manner likely to provoke immediate physical retaliation by such person.
- c. Makes any protracted commotion, utterance or display with the intent to prevent the transaction of the business of a lawful meeting, gathering or procession.
- d. Refuses to obey a lawful order to disperse issued to maintain public safety. (see A.R.S. §13-2904)
- e. Recording/distributing fights on any social media outlet.

3

Rights and Responsibilities



How We Respond

What could the consequences be for the student?



Guidelines for Rights and Responsibilities

How can the student repair the harm they have done?

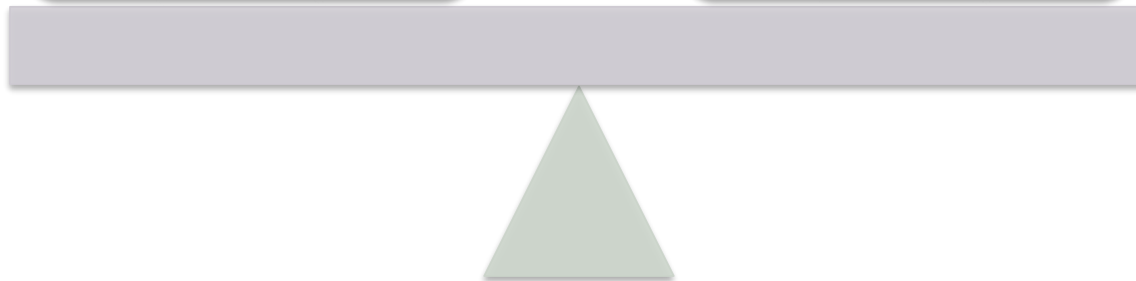


Restorative Practices

Should this have happened?



Positive Behavioral Intervention and Supports



Our Mission



Due Process is a right of a student and parent when a student may be suspended or expelled. The school has an obligation to follow this process to protect a student's rights.



DUE PROCESS

Due Process Steps

When the findings of a violation are confirmed, the administrator must inform the parents in writing of the violation and the conditions of the suspension.

Parenting with a school suspension administrator. The student is allowed access to class assignments, homework, and the story and the school official will explain the school evidence. Additional assignments to the student are provided only after the student has completed and returned previous assignments.

At all times a student parent must be notified of the suspension and administrator must conduct a reentry conference to review the expectations for student conduct and provide supports to assist the success of the student.

**Only in extreme situations involving safety can disciplinary action be taken before these steps are completed.*

Appeal of Suspensions

Further Appeal
Short-Term

If the suspension has been upheld or modified after the initial appeal, the student may further appeal by filing a written notice of appeal to the Governing Board within five (5) days after receiving the decision of Elementary, K-8 or Secondary Leadership.

Long-Term

***The Governing Board's decision is final.**

The student may appeal a decision imposing a long-term suspension by filing a written appeal with the Office of Elementary, K-8 or Secondary Leadership within three (3) school days after receiving the hearing decision letter, or within a time limit agreed upon by the student and the Office of Elementary, K-8 or Secondary Leadership during the same three (3) school days.

Steps to Resolve Concerns



Steps for Students Concerns

The majority of issues are resolved in the classroom through student and teacher communication.

Talking
and
Listening

P.B.I.S.

Restorative
Practices

Questions

Questions?

Informational Presentation about our School's
Culture, Student Expectations, and Discipline.
SY 2016-17 USP VI D2