

APPENDIX VI – 21

TUCSON UNIFIED SCHOOL DISTRICT

NEWS RELEASE

For Immediate Release

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Public invited to forums to review draft Code of Conduct
Six sessions to be held to explain proposed changes, elicit feedback

Tucson, AZ, Feb. 16, 2017 – Tucson Unified School District invites parents, students, teachers and members of the community to attend forums to discuss its proposed new Code of Conduct.

Six sessions will be held at high schools around the district. The goal of the forums is to explain proposed changes and get feedback from stakeholders.

Dr. Abel Morado, assistant superintendent of secondary leadership, said he is excited to have parents and members of the public come to the sessions to see the draft of the Code of Conduct, which was formed as a result of the work of an expert consultant, central staff, parents, students, teachers, principals and community representatives.

“The forums will give us an opportunity to explain the proposed Code of Conduct directly to parents, answer questions and receive feedback,” Dr. Morado said. “The safety of our students is a top priority, as are fairness and transparency. I urge parents to attend one of our sessions to ensure they understand the proposed new handbook and have an opportunity ask questions and have their say.”

The forums are scheduled for the following dates and locations:

- Monday, February 20 at 6 p.m. at the Sahuaro High School auditorium
- Thursday, March 2 at 6 p.m. at the Cholla High Magnet School auditorium
- Saturday, March 11 at 9 a.m. in the Catalina High School auditorium
- Wednesday, March 15 at 6 p.m. at the Rincon/University High School cafeteria
- Thursday, March 16 at 6 p.m. at the Pueblo Magnet High School auditorium
- Thursday, March 30 at 6 p.m. at the Palo Verde High School cafeteria

The Cholla High session will be streamed live for those who cannot attend a forum.

Spanish translation services will be provided. If you have questions about the forums, please call. 225-6186.

To review the draft Code of Conduct and current guidelines, please go to www.tusd1.org.

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
4/25/2017	Online	Community Member	This district needs to go back to holding students responsible for themselves and their actions. They need to back their teachers. Our students face no consequences for poor behavior so they do not change their behavior-it just gets worse. I have seen this way too often over the last 12 years. We are losing great kids to charter school because the badly behaving kids are not held accountable.	Have a strict set of rules and consequences that is in every student handbook/planner and admin. needs to follow through with consequences. No guess work-same rules for every student. If the rules are followed the first month of school the next 8 will go much smoother.
4/25/2017	Online	Community Member	Although you talk about PBIS, there is no real plan for implementing at the level required for success. This takes school-wide involvement, not just administrative. This code is still a lot of "doing unto children" rather than engaging and involving them developing life-long positive attitudes and behavior. The deeper I got into it, the worse it felt. Even colleges don't give this much detail in student codes of conduct. Your section on 504/IEP is wrong. Students may be disciplined for behavior related to their disability - they just can't be removed from FAPE for more than 10 days (which is useless anyhow). Discipline that is constructive teaching and engaging is vital to the student's success. Discipline is not synonymous with punishment (per chart 1).	: No parent is going to read this with their child. It is developmentally inappropriate. It would scare the living daylights out of an elementary student. Create simple, age-appropriate explanations of expected behavior and have parents review those with children. Work with the powers that be to have consequences and more details only as needed. Make sure your employees clearly understand mandatory reporting as separate from this - no more arrests. I am a licensed Psychologist who worked in schools 35 years, taught graduate level educational psychology (30+ classes) and helped schools successfully implement PBIS. I've waited years for TUSD to dramatically shift it's discipline model to one of positive engagement, teaching and accountability - this is not it.

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
4/25/2017	Online	Parent	<p>My comments are mainly about the stated disciplinary responses (Table 1) that relate to restorative dialogues and practices. I fully support the use of responsive classroom approaches and restorative dialogue to address and move through conflicts. In my observations at our child's school, the obvious barrier to using this approach is the classroom size, teacher-child ratio, and need for more teacher's assistants, co-teachers, counselors, and other trained staff. When a teacher is responsible for 26 or more students, there is little capacity for a meaningful restorative dialogue in real time. Follow-up dialogues can be scheduled, but the intention of the restorative dialog approach is to address conflict before it can escalate or root, and to engage the parties in a process that fosters belonging and meaningful accountability. A cooling off period is recommended, which is good. But how can a teacher follow up effectively during the busy school day? In our school, I observe teachers doing their best to use this approach, and requesting assistance from teachers assistants, the part-time school counselor (for a school of 400), other teachers, the Principal, and even from parents. There is clearly a genuine desire to use restorative justice and dialogue. There may also be some teachers who are using regular restorative circles in their classrooms. However I also observe children who must wait for their concerns to be addressed, children who give up on the dialogue, children who fall into patterns of negative behavior, and occasionally escalations of behaviors. Almost all of the times that I have observed this, it seems to be linked to needing more experienced support in the classrooms.</p>	<p>MY TOP SUGGESTION: The guidelines are good and the school is willing and dedicated. I believe that TUSD must provide the resources for classroom teachers to follow these guidelines. These resources must include increased funding for teachers' assistants, and school counselors. Funding for Assistant Principals should also be prioritized for all schools. At our child's school, in his 2nd grade classroom, there is only a part time teacher's assistant who is in the classroom inconsistently and only for a few hours, at most 3 days a week. ALSO: In the guidelines, there are 5 references to restorative practices in Table 1, and 2 other references to the "restorative options" in the narrative. However the guidelines do not include any actual definition of restorative discipline or practices. So, unless there is a companion guide, this could look very different as practices by different schools and individual school personnel. Use of restorative approaches takes training. Hopefully it is already happening, but obviously, resources from TUSD should include training on restorative approaches, and other non-punitive, non-adversarial models. The information must also emphasize identification of lagging skills and unsolved problems ("root causes"). This assessment is really well done in the Collaborative and Proactive Solutions model which is used in some schools. Please take a look: http://www.livesinthebalance.org/educators-schools</p>

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
4/25/2017	Online	Parent	The dress code portion is extremely sexist in language. From the gendering of the language it seems that only young women can be a "distraction" based on the clothing listed. First, I would change the word distraction because it is implying that young men do not have to respect young women, because merely their presence or their clothing can interfere with the young men's learning process. My problem is with the "distracting" bullet point.	The language should be stated without gender or judgement. My example: students will dress appropriately for school to help create an atmosphere of respect. The other bullet points that are listed because they are prohibited, are fine. However, the distracting bullet point should be erased and replaced with something similar to the verbiage I have proposed. The onus is not solely on young women to dress appropriately at school, but again appropriate is subjective and there are far other greater concerns that school administrators and teachers should be focused on.
4/25/2017	Online	Parent	Why make a dress code if it isn't enforced! I see the same girls each day in cheeky shorts. When I reported it I was told only female teachers may address this issue. This seems like an easy way out for the male teachers & staff. If you can't do your job makes find a new one.	Enforcing the dress code. Send children home and call parents when clothing is not appropriate and too short. Att: Rincon and UHS
4/25/2017	Online	Parent	I found the content to be reasonable and appropriate. It may be a challenge to execute...	[No entry]
4/25/2017	Online	Parent	The code of conduct provides support for the perpetrators but no support for the victims.	Perpetrators need consequences and after the consequence they need services. Provide support for the victims. Victims should not be penalized for protecting themselves from perpetrators.

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4/25/2017	Online	Parent	6 B's make no sense- "Be, Be, Be, Be, Believe, Best" What? Ever think of using one in place and revising it? Ever think of saving tax payer money rather than hiring for this? Poorly constructed document that does not match Mission and Vision Values of District that says LITTLE in A LOT of WORDS No more "mamacita, pobre Juanita" attitude. Respect and responsibility are taught and practiced; disrespect and disruption have progressive discipline as consequence.	Keep GSSR, cleanup, refine, update, with consideration of USP requirements. PPPPLEEEAAASSEEEE- teaching students respect and responsibility is fair and minimum. YES, all choices in LIFE have CONSEQUENCES. Yes--- Discipline= Consequences

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4/25/2017	Online	Parent	<p>A perfect example of the problem or gap of helping students with difficulties. A teacher spoke, she said she's been teaching 22 years. She's had a student in her class that disrupt and it effects the other students learning. She finally resorted to sending him out and other students thanked her. Several thoughts. She has 22 years experience yet she still has no proactive way to help this student, she knows no policies that are in place for this student. She knows nothing about what is the next expected thing this student will likely have to do and she has no involvement in the phases of how he will be assisted in his best interest. She merely sends him out. This also creates an unhealthy dynamic between her a a help by punishing another, she now has a bond with the other student, an agreement or rift. The student is comfortable and in agreement the teacher sends him out. I think teachers should not create open dialog to speak poorly of a child who is difficult. This often creates isolation on the playground or in classroom group projects, the teacher and students who have conversations regarding another students behavior cannot be overlook as not having a spill out effect that not only does she want him out but many are in agreement. How can a child be expected to come back and do better when nothing has been done but isolated, punished and then spoking of poorly. He will not be accepted but further pushed away. Teachers must maintain discretion when receiving feedback from students about other classmates and not add to the confusion or humiliation that the difficult child is already having. Remember no child wants to have a terrible day, just like you don't hope to go to work and have a terrible day. I have talked to kids who have fried because they wish they could be quiet, and have a good day , do their work easily. They see themselves and they know, they just don't know how to fix it. Some real tangible work needs to happen with professional real people to help children because teachers can't handle it, they done have the energy, resources or time. If this is left up to them I expect the law will have to take over and this is sad.</p>	<p>Hire people, do not rely on teachers, I've never seen one be able to do even half of what is listed. This isn't done, a complete overhaul needs to be done to everyday school environment.</p>

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4/25/2017	Online	Parent	Will there be any actions taken against school officials who willfully ignore portions in order to keep their number of incidents down?	I would like monthly if not weekly statistics posted on the TUSD website detailing incidents that occur at TUSD schools.
4/25/2017	Online	Parent	I would like to see a place for mindful meditation and other creative methods as part of the options for Parts A and B	[No entry]
4/25/2017	Online	Parent	This is too long. It reads like a dissertation with no actionable steps. It is all theory and very little in the way of guidelines. After reading it, I'm not sure what parents, students or administrators are supposed to do with it. The definitions are nice, but give no alignment with actual consequences; they read like someone copied a dictionary and serve no purpose in the document.	There needs to be a better plan of action. A first year principal would have absolutely no idea what to do with this document when it is time to act on a situation.
4/25/2017	Online	Parent	In the current version, there is a very strict matrix that provides guidelines for what level each infraction falls under. The proposed change leaves out this important matrix. It is important because it allows transparency between parents, students and staff. There must be a fair, equal consequence applied regardless of what school a student is enrolled at.	Include a matrix that delineates infractions and levels but also gives the principal flexibility in determining the best outcome. Prior history should be considered.

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
4/25/2017	Online	Staff	I am opposed to the pg.4 disciplinary responses to "Level B *Restorative community service (not to include manual labor)." I have a multitude of training on Love and Logic and other disciplinary practices. Being a successful firm, fair educator with my students and my own children, I cannot comprehend why if the action fits the consequence it would not be allowed. If a student chooses to throw food in the cafeteria or vandalize a school or classroom, logically they would have to clean it up on their own time. We cannot continue to avoid holding kids accountable for their behavior.	Logically, if the student chooses to throw food in the cafeteria or vandalize a school or classroom, they should be held accountable and would have to clean it up on their own time. Define "manual labor." I believe that is a reasonable, logical consequence for above said behavior and giving they would use their "hands" to tend to this proposed consequence, it may be defined as "manual labor."
4/25/2017	Online	Staff	Committee members? What Model Student Code of Conduct is this based on? 28 pages of lots of "prose"....says little in a lot of words	Use the present Code of Conduct (GSRR) and REVISE! If it ain't brokedo not throw it away--- fix it
4/25/2017	Online	Staff	The language is very soft. With soft language there are ample opportunities for litigation. The contract always favors the plaintiff in litigation. Instead of "attempts" use "will be required" and so on. These are rights, yes, but civil rights come with accountability and responsibility.	Change the language to what is more concrete as to staff/faculty duties regarding student and vice versa. I would suggest an attorney edit but I am sure that has been done already. District protection from litigation is essential as to support all faculty and staff from outside retribution. With clear cut language for teachers the atmosphere will be one of support and protection for both the students and families of the students as well and especially for them.
4/25/2017	Online	Staff	This is the worst policy for discipline I have ever seen. If you want to continue with low academic achievement, this will help. If you want to turn around our schools start over.	[No entry]

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
4/25/2017	Online	Staff	Document seems too ambiguous given inadequate staff training in prior discipline policies (ie PBIS) I preferred the more concrete matrix. Though the code of conduct looks good on paper, I am very skeptical of it's practical application given that staff training has been lacking in the past and that the focus on finding the "root cause" of misbehavior can take years for some individuals who are already receiving professional help. TUSD does not have adequate resources to deal with the scope of social and emotional issues facing many students today, nor have we partnered with enough outside agencies to deal with "root causes".	Bring back the matrix. More staff training. Partnering with outside agencies as school staff and administrators are already working with a full plate.
4/25/2017	Online	Teacher	I cannot see when a student is at school and chooses to not go to class but has an extended lunch or finds a place to hide. This is a serious problem.	"Ditching" needs to be a higher offense than just receiving a warning. We are responsible for our students. Just marking them absent when we know they are on campus is not acceptable. If something happens to that student while on campus and we are not doing everything possible to ensure the students know they have to be in the assigned class is setting the student up for failure and increasing the school district's liability should something happen.

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
4/25/2017	Online	Teacher	<p>I like the Level B School Support Staff responses, however, the implementation of some of these will take funding. I wonder where that funding be coming from? I think peer mediation is an amazing idea, who will train students in peer mediation? There are schools without dedicated counselors. I also think the Appendix 1 Violations is good, however, there is nothing that lets students know what level each violation is considered. The flow charts are useless and do nothing to aid in understating of the procedures. More specific training is needed for teachers in restorative practices if it is something you will be relying heavily on. Not a two day quick you sit in a circle and talk, and extensive this is what it is this is why we think it is useful and this is how you do it. It is not a good idea to rely on a strategy few are actually trained in.</p>	[No entry]
4/25/2017	Online	Teacher	<p>All of the proposed actions regarding consisted infractions by an individual focus on the negative academic impact on the misbehaved. If we don't start to focus on the negative impact on the students in the same classes as the misbehaved, we will soon have another lawsuit on our hands. The rights of the well behaved should be our top priority. The rules that we enforce should model the real world so that our troubled students do not suffer the very real consequences that society has to offer.</p>	<p>The work necessary for a teacher to remove a disruption to student learning is unrealistic. We are looking at a major teacher shortage, and we are asking teachers to do an unrealistic amount of work. If we don't limit the discipline and allow teachers to teach, we are only speeding the teacher shortage along. Don't make the teachers the bad guys, let them develop relationships based on academics and student production, and remove disruptions to the education of all who want to learn.</p>

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4/25/2017	Online	Teacher	1. The Henry Elementary School Site Council reviewed the draft Code of Conduct. Comments included: The same Code of Conduct is used for elementary and middle/high school. 2. The document appears to be very negative, sending the message that negative behavior is expected of students. 3. Consequences are ambiguous.	Proposed changes include: 1. Have separate codes of conduct for elementary and middle/high school. Some consequences can be modified for elementary since students are still learning right from wrong. 2. Promote district values by including a list of basic expectations for positive student conduct at the beginning of the document. Start by focusing on the positive. 3. Be more specific regarding consequences. Written rules do not have specific number of tries before an escalation to the next tier in the system.
4/25/2017	Online	Teacher	It is well organized. Given the abundance of strategies within each level, schools might be challenged with ensuring adequate response without clear direction.	Not so much a change, but rather a curiosity regarding the abeyance form that is not yet included in this document.
4/25/2017	Online	Teacher	I am concerned with "finding the cause of the behavior" in the policy. Are there going to be additional counselors hired in the large schools to take care of this? I understand the need for reporting, too, but it also causes schools to sweep things under the rug to "look good" number-wise.	If the policy is accepted from the draft, many counselors are needed to determine the cause of the behavior.
4/25/2017	Online	Teacher	It is way to lenient on horrible behaviors.....students should be suspended for threats to teachers; not told "Don't do it again".	Immediate suspensions for threats for 10 days; expulsion for year second time. Middle schoolers need to be disciplined constantly-teachers cannot teach when they are being threatened after giving simple instructions. Restorative stuff does not work.

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
4/25/2017	Online	Teacher	More needs to be done to address the persistently misbehaving student. It is noble for the district to want to diagnose the root of the behavior problem(s) for persistently misbehaving students, but in order to maximize student learning, teachers and administrators must be able to remove students whose behavior disrupts the learning environment. At my site, we have diligently worked on PBIS, but there are some students whose behavior continues to be extremely disruptive, even after months of support. How is this fair to the majority of students who are not causing major disruptions? The failure to adequately address these students who chronically disrupt the learning environment is a major reason why families choose to enroll their students in a district other than TUSD.	[No entry]
4/25/2017	Online	Teacher	It needs to be in a language the students can understand. It is difficult for all students to understand this.	Simplified version for students. Less like a legal contract more like a document for students.
4/25/2017	Online	Teacher	Your plan keeps the students who cause disruptions in school at the expense of the education of the students who are attempting to learn at school. Again, 5% of the students get rewarded with special treatment, while the 95% who attempt to follow the rules get punished by having to tolerate the non-sense actions of others who have no regard for expectations.	It needs to be easier to remove students who are constant disruptions in the classroom. They should be attending training in an alternative setting that shows them HOW to behave in a classroom environment.

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4/25/2017	Online	Teacher	This may be the single most detriment to academic achievement in the district. It takes an unworkable policy for discipline and makes it even worse. If you truly want to improve academic achievement discipline must return campuses.	[No entry]
4/25/2017	Online	Teacher (Substitute)	I am a substitute teacher in the district. Is it possible to have a section that addresses student behavior expectations when a substitute teacher is assigned for the day (or longer)? As a sub I find (and many other subs find) that many students, even honor students, disrespect most subs (including long term subs) when the normal teacher is absent.	see above

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4/25/2017	Online	Teacher (Substitute)	: I am in favor of giving students second chances, but from the top down, those in the education system have identified free public education as a right rather than a privilege. Until it is properly recognized as a privilege (one which REQUIRES students to behave in a manner of respect and best effort and one that can be rescinded when one's behavior distracts others from their best efforts) public education will continue to flounder. Unfortunately, the nuts and bolts of academics are often secondary (or even tertiary) concerns to social and political ones in the community centers we call schools. Self-esteem and true accomplishment come from putting in the work; not from singing "Kum ba yah" in restorative circles after "students' have chosen to short themselves and others with silly, dangerous, or even criminal shenanigans. Again, give them a chance, but not multiple ones. Repeat offenders should be expelled and forced to seek out alternative means to education (if they even have the desire to gain it). Tough love, not trophies for all!!!	See above
2/14/2017	Online	Administrator	The way it is set up does not give a clear direction. Before there were levels identified which are now just listed as appendices without a defined level. This makes it very subjective. The dress code in the new code of conduct does not match the policy listed on the governing board website.	Add the levels of violation. Make sure the policies in the code of conduct match the governing board policies that are listed on the website.

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2/14/2017	Online	Community Member	<p>I do not like it. As a member of the Secrist Site Counsel, I believe that this policy is a step backwards for Secrist Middle School. I have been on the site counsel for the past two years, and have been impressed with the work that has been done there this year. One of the main reasons why it has been going in the right direction is because the students know that the administration takes their discipline seriously.</p>	<p>Adopt the standard of discipline that is used by Amphitheater School district.</p>
2/14/2017	Online	Parent	<p>Thank-you for asking for input on the current code of conduct. After reading through it, I believe that the 2017/2018 code of conduct is over complicating a system that has the potential to be better than the current system. The choice of potential responses for even simple infractions has the appearance of being overwhelming to teachers and administrators who are already busy teaching and running a school. I understand that not all negative behavior requires the same response but perhaps this will create inconsistency in regards to consequences. When there is inconsistency, the students see this as unfair and even biased. We have amazing teachers and students in TUSD, and we had a code of conduct that worked pretty well before the relatively recent revision which has resulted in some pretty chaotic situations. As a parent who loves TUSD, I would really like to see the teachers have more input as to what works and what has not. :) Thank-you. :)</p>	<p>Try not to overcomplicate the code of conduct. Teachers, students, administrators, and parents will appreciate this. Teachers know what is needed, please let them help with this revised policy. :) Thank-you. :)</p>

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2/14/2017	Online	Parent	Overall, it's excellent. I appreciate the attention to data on the social and intellectual costs of excessive disciplinary practices. Everything suggested here seems reasonable.	You discuss bullying, but do not discuss any circumstances/conditions under which bullying might take place. I wonder if you want to spell out directly in the code the kinds of inequalities that can lead to bullying, for example race, gender, sexual orientation, disability, citizenship status, language.
2/14/2017	Online	Parent	This document reads almost like a Policy on how to deal with problematic issues. I say this because the content seems to be more about misconduct. Good material. However, maybe it needs a title change. What happens if a parent feels like they are being met with opposition, then what? There needs to be a little something in there about how to go about that too. Even if its just a few sentences.	[No entry].
2/14/2017	Online	Staff	Students who bring a real gun, shank, knife over 4 inches should be required to see a police officer and go to parents and paper arrest them on the first offence. Then progress from there.	Answer above.
2/14/2017	Online	Staff	How is DO YOUR BEST defined if students are not shown or modeled this by administrators(some) on a regular basis? THERE Is Abuse and disrespect seen everyday. RESPECT does not appear in this document. TEACH RESPECT, TEACH kindness, do not ASSUME people know this. TEACH School staff to model every day- TEACH POSITIVE culture and climate strategies within classes and lessons every day.	INCLUDE, REWRITE so that Discipline that is fair, timely and students taught and properly enforced in the school environment the importance of RESPECT and what is appropriate and NOT appropriate. REWRITE. Code of Conduct? Simplify. Look at Code of Conduct for Staff and ensure that ALL persons in TUSD positions are role models for desired conduct in schools.THEN write expectations for students/parents. THIS is NOT a viable Discipline Policy document. PLEASE refer to ASBA guide on establishing a useable, Functional Discipline Policy Guide.

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
2/14/2017	Online	Student	I like the steps but don't feel they are the same at all schools. I also disagree that possession or use of drugs is not a threat to schools unless it is being shared or sold. Following steps such as behavior contracts is not strong enough to change the behavior. Taking 7 steps will exhaust all academic resources and time. Also bullying is an ambiguous term, because usually the bully is the one that claims they are being bullied, but they are more sensitive.	All drugs should be arrestible and that statement that keeping those students out of the juvenile justice system, and instead following 7 steps which includes a lot contracts, talks, meetings, behavior plans, mediations, and staff to deal with it when it is just wasting the time we need to learn and access an education.

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
2/14/2017	Online	Teacher	<p>I am concerned that this document is not specific enough. As an employee and parent I have been in numerous classrooms throughout the district. Your Table One on Page 4 concerns me the most. I have been in buildings where there is ONE and sometimes NO people on a campus to provide Level B Support. Will there be equitable staffing at each school to accommodate this level of support? Also I feel that this entire document puts the SCHOOL NOT THE CHILD as the party responsible for changing the behavior. I think this is very dangerous and have seen many kids play this system. As a parent of a rule following TUSD students, I am concerned for my kids. Where is the table that shows what rights the NON-disruptive students have? I know many families who leave the district due to the behaviors their students are subjected to in the classrooms. I also work with teachers who are doing their best but most all of the Group A interventions take time to do. While a teacher addresses one or two students the other 27+ sit waiting. After 10 to 20 disruptions an hour (and yes I have counted) the whole class period has been lost. I understand we need to have kids in the classroom as much as possible but when the behaviors are impeding the learning of others and preventing the abilities of the teachers to actually teach it worries me that there are no options for removal from class. I feel this policy change will actually make classroom conditions worse. We are losing good teachers and good students because of the discipline issues. This all seems very subjective and I think it is SO open that it lacks consistency. I currently work in 6 buildings and what is "allowed" at each building as far as discipline vary's greatly. My concerns extend beyond teachers and students. I am not sure how much more administrators can do. Many of my sites do not have CSP's AP's Deans of Students or MTSS coordinators. At our smaller sites all of these roles are performed by the administrator. Page 5 outlines the steps for frequent misconduct. I'm not sure how many administrators will have the time and energy to implement yet another series of steps in addition to the business of running the school. In summary I am not at all</p>	<p>What we have now is better than this draft. I believe there needs to a less subjective framework. I also feel like the entire staff, including classified that oversee students, to define key terms and appropriate responses. I further feel as mentioned in the previous response we need fully staffed schools to make any discipline system work. I think we also need to start telling the truth, without fear of repercussion, of what is going on in schools. Admin and board members should make unannounced visits to see what is REALLY going on. They need to visit classrooms that are struggling, not in walk through teams, to see what happens daily. It would be amazing for our district level staff (think Undercover Boss) to be substitute teachers, even for a day, under these guidelines to see the reality of what our dedicated teachers face each day.</p>

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			<p>supportive of the changes being proposed and I think they will make things worse for all involved not better. I apologize for scattered nature of this reply, but so many things about this document concern me. Thank you for your time.</p>	
2/14/2017	Online	Teacher	<p>My one concern is that the new GSSR leaves much of the process up to individual interpretation of the school administration.</p>	<p>I liked the numbering system used before, if not admin should be trained to all be on the same page. ie What does repeated defiance look like? Proper steps for a mutual fight, ect.</p>

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2/14/2017	Online	Teacher	Students and teachers deserve a safe learning environment. Schools have to foster character, integrity and honesty to students. Clear consequences have to be given to students to promote these qualities.	[No entry].
2/14/2017	Online	Teacher	The document and draft policy is rife with problems. The Appendices are only part worthwhile. Make this clear, easy to read, presented in tables with Levels, as students DO engage in escalating negative behaviors. This Draft gives no teeth to changing behaviors..."pat them on the head, give hug, " "probrecito mi hijito" attitude and send them back to class to continue negative behaviors. This Draft should NOT be accepted as written. Page 3, all behaviors and discipline should apply to any TUSD site/property at any time of the day. BE KIND? Too overused and marketed on walls of schools...very generalized ..make it more relevant and DEFINE.... NO where in document is RESPONSIBILITY and RESPECT! What does "Do your best" mean in context? DEFINE with clear verbiage. A more focused statement-"Each student shall exercise respect for self and others, and responsibility for one's own actions"	BE KIND? Too overused and marketed on walls of schools...very generalized ..make it more relevant and DEFINE.... NO where in document is RESPONSIBILITY and RESPECT! What does "Do your best" mean in context? DEFINE with clear verbiage. A more focused statement-"Each student shall exercise respect for self and others, and responsibility for one's own actions" Make this clear, easy to read, presented in tables with Levels, as students DO engage in escalating negative behaviors.

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
2/14/2017	Online	Teacher	<p>weak policy draft that does little to conform to current GSRR; contains little "teeth" to implement effective discipline to change negative behaviors to thereby ensure school environment that is conducive to learning that is safe and secure. Little specifics shared, incomplete, failing to provide succinct, detailed process for different levels of offenses and discipline. Please refer to AZ Compilation of Discipline Laws and Regulations to make policy draft more comprehensive PLEASE safesupportivelearning.ed.gov/sites/default/files/discipline... Please publish list of committee members as this public information. Best personnel to draft policy revision are specific teachers with experience in TUSD and who have experienced discipline issues, knowledgeable on student behaviors, representative from ALL parts of District AND represent ALL grade levels k-12. WHO are the members of the committee? Should be released at next Board meeting AND be prominently published /available on TUSD website. Committee should be representative of persons with interest and who have volunteered to serve. Was a Call for committee members made or select few invited?</p>	<p>Please consider present policies, regulations and state laws to draft effective Discipline Guidelines of Responsibilities/Conduct. Parents should be held to Guideline Conduct as well. PLEASE use something other than " 6Bs"; this is a K-5 or lower level approach. More professional, adequately described "career, college ready" described behaviors would serve better to define desirable educational work behaviors. DEFINE " be kind", "be present", "Do your best". These are empty commitments unless explained with expected levels (SMART)</p>

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
2/14/2017	Online	Teacher	Protocol for administrative action states that an "academic director can only approve OSS. Should read an "assistant director, dean of students, or director" can approve OSS. As it reads now, it limits prompt actions that administrators can take and slows down the system of handling disciplinary actions.	[No entry].
1/31/2017	Online	Administrator	Looking at it from a layperson's perspective it reads like an attorney document. Remember we do have parents with limited reading and comprehension.	Add a quick overview or general overview where parents can quickly refer to violations and consequences.

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
1/31/2017	Online	Administrator (retired)	<p>I am a retired TUSD and Vail School District High School and Middle School Administrator. This is a very thorough document and it appears some of the verbiage is from the old document back in 2011/2012 and prior. Overall, even though this document appears to be an improvement on the existing policy, in practice I don't see that as the case. The Superintendent and Leadership Team has hired Principals and Assistant Principals to run a school but then requires them to use very prescriptive guidelines regarding discipline. In addition, the discipline interventions paper trail is huge, extremely manpower intensive, and micromanaged. The Principal doesn't have the authority to suspend someone for more than 3 days? I thought these folks were leaders and expected to lead their schools with all of their stake-holders? They have to ask permission from their leadership team to suspend a student that is disrupting the education environment or the safety of other students or staff? And Leadership, which is not in the school environment, will make them justify it, tie up numerous staff with interventions, counseling, etc. all for the sake of making sure one student gets every opportunity to stay in school negatively impacting 30 students in a class that are trying to learn or attacking teachers, staff, or other students? And then the Superintendent will review each of these and have the final say on suspensions? So we are going to throw 95% of our resources at 5% of the problem children? The amount of work that Administrators will have to do will discourage them from suspending students. Administrators do not have the time or resources to implement this in TUSD schools so very little will change. Not only do they have to conduct investigations, but they have to call the parents, e-mail them, the call the district leadership, call student equity, call law enforcement, call CPS, and the list goes on. Other staff members are already taxed to the limit with additional duties and their extreme workload. The students that are trying to learn will not have resources to help them. So bottom line is that I think this policy will be ineffective. Students that want and deserve an education will continue to leave TUSD looking for a better learning</p>	<p>Page 2 - Refers to research. What research, what studies, I would like be able to see what you are referring to? Extremes on both ends of the pendulum are bad for schools and I see this policy as one extreme end of the pendulum. Additionally on this page where it speaks to protecting the school community, I believe that you should also add "or negatively impacts the learning environment". Page 4. I think there are some good responses here but in order to have consistency across schools, you need to put the old matrix in the book that outlines the offenses and appropriate responses. I think this is critical. Additionally I think you really need to take a close look at how much time is being taken away from teaching in some of these in-class interventions (Level A) and at the manpower that will be required with some of the interventions from support staff (Level B). Page 5 & 6 - This really needs to be looked at. This is very manpower intensive. This is persistent behavior and interventions should have addressed it earlier. Now you want to create a behavior plan? We can't get teachers to support IEPs and Behavior plans for Exceptional Education students because it is so labor intensive and now we want to add more. In Elementary school a teacher may be teaching and working with 25-30 students but in high school they have 150 students. Way too much to expect. Page 7 - An Administrator is going to do all of this for every student. These steps should have been done sooner. If it is persistent, then the interventions have not worked. Page 8 - So it is not a criminal offense to use and possess as long as they don't share or distribute. Either we are a Drug Free and Alcohol Free zone or</p>

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
			<p>environment and a safe and friendly school. Teachers will continue to feel frustrated, upset, and flee TUSD except for those teachers that can't get a better job. Good Administrators will leave because they don't have the authority to run their own schools but they sure have the responsibility and are frequently the fall person when the school ends up on the front page. In a nutshell, I would like to see TUSD go back to the Pre-Sanchez Student Rights and Responsibilities which I believe was fair and worked pretty well but maybe tweak it to address concerns of Student Equity or Inequity as well as brainstorm other interventions. The goal should be protecting the rights of all students to learn in a "Safe and Orderly Environment". We have to put all Students First not just the few that disrupting the education of all.</p>	<p>were not. It is against the law to Use or Possess and Law Enforcement should be involved. Page 9 - #4 Now the Administrator have to develop a Safety Plan? #5 I think that you should give an Administrator the authority to short-term suspend up to 7 days. Page 10 - #7 This should be delegated to the Leadership Team. They should know the details. Page 12. This goes back to an earlier comment. If we are required to report these incidents, then Law Enforcement should be able to arrest them. This is a consequence of a poor choice and if the student was outside our gate they would be arrested. Do we want schools to be a safe-have for possession and use of drugs? Page 13 - I like the idea of accountability and monitoring however I don't think it is necessary to threaten in this document "shall be cause for corrective action." This is implied or administrators should be made aware of this which I am sure they are. It seems unprofessional in this context.</p>

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
1/31/2017	Online	Community Member	<p>There is a lot of good in this document. I think the move toward restorative discipline *in general* is a good one. HOWEVER it seems to be entirely unacknowledged that restorative practices need both more time and more people (than punitive practices) to implement well. The document refers repeatedly to "support staff"--as a result of funding cuts, those support staff are largely non-existent. It doesn't make sense to have a Code of Conduct that relies on people who are not there. In addition, it requires more of the teacher's time to implement restorative practices (especially when the support staff are not there). At a time in education when teachers' collective feet are being held to the fire to raise test scores, to make every minute of classroom time about The Curriculum and ONLY The Curriculum, it seems illogical to then require from them intensive restorative practices. The ultimate result is that kids perceive there are no consequences for their actions (because there is not enough time or personnel to actually use restorative practices, and because punitive practices have been taken off the table) and student behavior is in a distressing downward spiral--with the result that many classes no longer manage to be learning environments at all. When it is reflected in test scores, no doubt teachers will be blamed.</p>	<p>Stop any evaluation of teachers based on test scores. Change teacher evaluation practices to reflect the need for classroom time to be spent on team-building and restorative discipline practices. Excellent classroom practice (especially at the elementary and middle school levels) has never been only about curriculum. But current teacher evaluations are almost exclusively about time on task, test scores, etc. TUSD can't have it both ways. If teachers are going to spend time on excellent restorative practices like class meetings and team-building, not to mention individual conferences with students and parents, IT CANNOT BE SIMPLY ADDED TO THE THINGS THEY ARE ALREADY RESPONSIBLE FOR. Keep school campuses smaller. Large schools cannot establish the feeling of community that is necessary to excellent restorative practices. Create more alternative classroom settings for the most disruptive students. There must be a place for persistently disruptive students to get their education without their actions keeping more moderately-behaved kids from getting *their* education. Let these alternative settings have more time for teaching things like anger management, or engaging in programs that would help students see the value of education (career-focused programs, for instance). Allow schools to implement some less-than-restorative practices that can be in place until restorative practices are fully funded and can be implemented. TUSD cannot afford to become so wrapped up in restorative practices that it allows classrooms to become unmanageable free-for-alls. Either put the staff in place and allow teachers the time to use restorative discipline the way it is</p>

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
				<p>intended (this would be by far the best option, but requires money that is not there), or reinstate the necessary punitive practices to maintain some kind of order at schools. The money and personnel for each school to have an after-school detention program would leave kids in classes, lighten the burden of teachers, help make up for the near-entire absence of "support staff" and go a long way toward restoring order in the classroom. As long as schools remain understaffed and under-funded, it won't be possible to achieve restorative Utopia. TUSD needs to consider keeping in place and supporting *some* of the old system while they move toward restorative practices (and work for the election of a public-school-supporting government). Finally, the salaries of the top tier of administration are entirely too large. People who are not working any harder than a classroom teacher don't deserve to be making half again as much or more. Put that money toward the "support staff" that is supposed to be helping with so much of this Code of Conduct. It's not enough money to fix the problem, but it's a start. Not to mention the effect it has on teacher morale to know that they, the most crucial part of the whole system, are at the bottom of the salary ladder.</p>

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
1/31/2017	Online	Parent	I received a voicemail from TUSD's automated system two days ago and , frankly, I haven't been able to read the 28 page document before parent comments were presented to the governing board yesterday.	Please consider giving parents more time to review lengthy documents before moving forward - and send an overview of any key amendments to the previous approved version.
1/31/2017	Online	Parent	Seems much more complicated and harder to understand. The current code of conduct has specific rules and consequences laid out. This code seems too open to interpretation.	Just use the current code, the new one is too confusing.
1/31/2017	Online	Parent	While I appreciate the stated aims, the policies are vague and therefore can easily create misunderstanding and abuse. There are very few specifics - which are contained in the current Student Rights and Responsibilities contract. This new policy opens up schools, teachers and administrators to litigation, and students to uneven and unfair treatment.	Incorporate the specifics which are included in the current policy.
1/31/2017	Online	Parent	Overall, it's excellent. I appreciate the attention to data on the social and intellectual costs of excessive disciplinary practices. Everything suggested here seems reasonable.	You discuss bullying, but do not discuss any circumstances/conditions under which bullying might take place. I wonder if you want to spell out directly in the code the kinds of inequalities that can lead to bullying, for example race, gender, sexual orientation, disability, citizenship status, language.
1/31/2017	Online	Parent	The proposed new policy is very confusing.	Policy should be more student and parent friendly.

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
1/31/2017	Online	Parent	<p>The new changes to the student's rights and responsibilities centers on discipline procedures and fails to set the tone for student expectations. This hyper focus on inappropriate behavior does not frame the expectations of students or what parents can expect of faculty and staff in the education of their students. There is also little mention of the expectation or modus operandi of partnerships between parents and TUSD for the development (socio-emotional, academic, and social) of all students. There is no sense of TUSD as family communicated in this document. The majority of the TUSD community come from collectivist communities that pride themselves on community rearing of children. This culture is not expressed and leads me to believe, as a member of one of these communities, that this is not a consideration in the development of policy or expectations of students. At some point someone is going to have to be comfortable with suspending a child without being afraid to be called a racists. While there is research to suggest that the suspension rate of students of color is high, this should not negate the responsibility of the district to at the macro level or the administration at a micro level to provide a safe and rich learning environment for all students. There is going to come a time where the whole of the student body has to become the primary concern and not the image of the district. Suspensions are okay as long as they are consistent and documented. There is a history within TUSD of unofficially sending students home to "cool off" without documenting it as a suspension. Additionally, policies do not work unless they are followed by all TUSD faculty and staff. The ultimate goal of the education that TUSD provides should be to prepare students to graduate fully prepared to enter the post-secondary program of their choice. TUSD cannot guarantee that students will exit high school prepared to procure employment that will ensure a livable wage. This claim seems to be fodder for a lawsuit when the first student does not procure said livable wage employment opportunities. The dress code policy is highly gendered and would suggest that female students through wardrobe choices can</p>	<p>Student policies used are not created by TUSD and are central to one organization. Nearly all the schools in Arizona that are members of the organization have the exact same policies. You cannot expect different results if you are doing the same thing. I would suggest starting with reviewing policies that can be reworked and written by TUSD legal department. There is a real need for micro/macro-aggression and bias recognition training for all TUSD faculty and staff. You cannot hope to implement policies for the good of all students until this is addressed. This is not racial grouping based but can also stem around ability. There should be an arbitrary bias reporting system made available to parents and students at each school site. Parents and students should also be able to take their concerns outside of the school site if their issues are not resolved. The GSRR needs to be framed in the form of expectations and goals for the education, not schooling, of students. What is the overall life that we want students to lead? What is our role in getting them there? Dress code policy needs to be revised so that it is not gendered or places an undue burden on any one gender. This policy should be written in a manner that focuses not on specified clothing but expectations around expected apparel for the learning environment. (i.e. business casual).</p>

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			disrupt the learning that occurs within classrooms. This is not appropriate and places an undue burden on female bodies to ensure that they are not distracting the student and faculty with their bodies.	

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
1/31/2017	Online	Parent	Parents do not have time to read 27 pages. You won't get the feedback you need, in my opinion, by communicating this manner. Plus this is not mobile-friendly.	Surveying parents on the parts of the code that seem most consequential, most noteworthy or debatable. Write final code in a way that is "digestible my parents and students.
1/31/2017	Online	Parent	Very detailed and complete. I very much appreciate the attempts to not overly-discipline students and the focus on restorative practices. I commend the many involved in the creation of the Code of Conduct.	No changes at this time, but a question - what languages with the document be available in? Thank you.
1/31/2017	Online	Parent	okay	Restorative community service (not to include manual labor) Restorative community service (not to include manual labor for less then 10 year old)
1/31/2017	Online	Parent	[No entry]	Regarding the Disciplinary Responses, Levels A,B,and C: There are NO time lines for the disciplinary actions to take place, e.g 1 week, 2 weeks, all levels to take place within 1 month. I am aware of students who have routinely caused extreme disruptions to the classroom and learning environment which goes on the entire year at the expense of the 35 other students that want to learn. The levels don't mean anything if there are no timelines in place. Behavior issues in the classroom should not be holding back the children that want to learn. Putting a strict and aggressive, i.e. short timeline, on the levels will help ALL the children.

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1/31/2017	Online	Parent	The only comment I have is this; no matter what the Code of Conduct is, it does not do good unless it is followed. My child has said " there is not discipline, kids do what they want." It seems like we as parents have taken the "power" out of the school's hands and complains when our children get punished. As well as academics, kids need to learn to follow rules and know there is consequences. My wife and I are involved parents. We teach our boys right from wrong. It is hard when they do not see classmates follow rules or be held accountable when they do not follow them. Enforce the Code of Conduct please.	[No entry]
1/31/2017	Online	Parent	I like the new bullying and misconduct code of conduct. It needs to strict as more kids get bullied, and they have steps to take. Sometimes the teachers don't do things to help a bullied child. I like the steps they have to help resolve the issue, and if the behavior does not change then they climb up the ladder until they are in a lot more trouble	None. Think it looked fine.
1/31/2017	Online	Parent	I do like the 5B's. However, feel the code of conduct is a bit soft.	I feel calling the parent/guardian as well as before/after/lunch detention should be in the 1st category disciplinary response. How about stronger consequences for offensive actions, for example in addition to an apology letter, detention and cleaning cafeteria tables.

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
1/31/2017	Online	Parent	<p>I am concerned about the dress code. The proposed policy stating that short shorts, short skirts and short dresses must cover the buttocks area when sitting or standing is not sufficient. Just covering their buttocks is still very revealing, and a distraction. We need to help our young women dress to love and respect themselves. Allowing them to continue to wear revealing clothing is irresponsible. Also, the way the paragraph is worded it isn't clear that these are allowed or not since the rest of the items listed are not allowed. The policy mentions not wearing tights as pants, but doesn't address yoga pants. Yoga pants or leggings without coverage of their buttocks is overly revealing and distracting.</p>	<p>I would suggest making the paragraph regarding distracting clothing it's own section with bullet points for items allowed and not allowed. This is a big issues for our schools, especially regarding how our girls are dressing. I think the length of shorts, skirts and dresses should be no shorter than 4 - 6 inches above the knee. We need to look at this issue as what is best for the learning, growth and maturity for everyone on a school campus.</p>
1/31/2017	Online	Parent	<p>I read through the policy, but I did not see any policy regarding victims' rights. How is a student treated when they report an incident. My daughter and spouse reported a bully incident at my daughter's school. The next day she was taken to the principal's office and questioned by the principal. We were not called in to be there while our daughter was questioned, and the principal then accused our daughter of being a bully. This principal always bragged that she had no bullying at her school, and we feel she turns a blind eye to it. We have left that school in December and now attend a different TUSD school.</p>	<p>I would have a victims rights or a whistle blower type policy to help protect students who report incidents to their school.</p>

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1/31/2017	Online	Parent	I think is great to focus in school safety and include all the rules in writting and have parents,children and teachers sign it.	I dont have any suggestions, I think everything is very well understood, hopefully everyone have the time to read it and apply it to their children and everyone.
1/31/2017	Online	Parent	Overall a good policy with consequences for severe misconduct but enough flexibility to allow administrators, teachers, parents and students resolve less serious actions in a manner that is productive.	I would like to see a separate section (outside the basic definitions) on bullying - especially through social media. While it is addressed in the policy, this is a growing problem for youth today with increasingly dire consequences and TUSD should treat it accordingly.
1/31/2017	Online	Parent	I'm concerned about children's absents. In other districts they only allow 4 personal leave days a year and 7 sick days. I think there should be more emphasis on students being at school where they need to be to learn.	I think we should put a limit on absents. A student needs to be at school to learn. A student should have to attend summer school or be retained if they do not attend school for 156 days (unless their is a medical issue). That is approximately 3/4 of the 180 days. So they are still missing 1/4 of school.
1/31/2017	Online	Parent	This is all well and good but it's just words. The problem that I have seen is the follow through from the school, principal and teachers. The biggest problem and why I pulled my child out of TUSD high school system was due to the lack of follow through and consistency in the high schools. TUSD needs to be consistent in its application of enforcement across the board. I however, cannot gamble with my child's self esteem, safty, and future and she will continue to be homeschooled through Agave. This way I ensure she has the education that she deserves and that all her educational needs are met.	[No entry]

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
1/31/2017	Online	Parent	I think that this code of conduct needs work. It should be simplified and straightforward. Aside from that our main challenge is not from having a solid code of conduct, rather; I believe we must address teachers', support staff and administrators attitudes, bias, and beliefs.	I have consistently seen that poor behavior and the more serious issues or incidents that arise are often a direct result of: poor instruction, no instruction, non-existent classroom or school plan, lack of rapport among students and staff, no proactive strategies, inconsistent interventions, no restorative practices, (no one seems to know what restorative practices are), school teams that are fragmented, and a larger district issue where schools work toward getting a student with problems removed from there site rather than working from a mindset that teaching and ultimately saving this students life is their responsibility.
1/31/2017	Online	Parent	Excellent, protects rights and promotes safety and positive outcomes for our kids most in need of interventions.	None.
1/31/2017	Online	Parent	[No entry]	In my view no student should be excluded from school based on dress code violations arising from the "distracting" portion of the code. These guidelines disproportionately punish girls and violations of them don't hurt anyone else in a way that justifies depriving a girl of education. This is particularly so given that the guidelines apply to all age levels and bar even young girls from wearing clothing appropriate to our desert climate (for example halter tops and tops with spaghetti straps.
1/31/2017	Online	Parent	I agree I agree with the proposed policy.	none

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
1/31/2017	Online	Parent	Students under the influence of drugs or alcohol should be suspended and given an abeyance contract. By having the students come back the next day, we are sending a message that is it ok to come to school under the influence. Requirements to contact law enforcement must include possession of illegal drugs and drug paraphernalia	Students under the influence, 5 days out of school with an abeyance contract for 25 days. Must add requirements for contact of law enforcement for possession of illegal drugs and drug paraphernalia
1/31/2017	Online	Parent	How does this policy pertain to volunteers and school staff family member volunteers?	Maybe more information on Code of Conduct for Volunteers interaction with parents on school grounds.
1/31/2017	Online	Parent	It looks fine to me. It's very thorough in defining TUSD policy and definitions. It's an 'agreement/compact' of what TUSD will do and what is expected that the student/parent will do.	none.

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
1/31/2017	Online	Parent	<p>I like that family is being required to take a more active role in the behavior and discipline of their child. Most discipline is not effective without home support. Many kids with discipline issues lack discipline and support at home. I think that a child who continuously interrupts learning time due to discipline issues, and continues this pattern regardless of interventions and consequences over a long period of time, should be suspended outside of school. This happened at my daughters school where in school suspension happened regularly for the same kids, but the kids didn't take it seriously and neither did the parents of the children. If the parents are inconvenienced enough, as much as the children who are there to learn are inconvenienced by such disruptions, maybe behavior would change in the long term. It is a school/home partnership and I think parents should be just as accountable for their children's actions at school as the teachers.</p>	<p>Don't make it so difficult to suspend kids outside of school who consistently and regularly disrupt class regardless of whether there is a threat to physical harm.</p>
1/31/2017	Online	Parent	<p>A code of conduct should highlight expectations and benefits of conduct; this document is overly focused on misconduct and protocol. I noticed references that are either vague or confusing, i.e. "culturally relevant" (how do you write policy, who determines, etc.) "fairly and equitably" (when those two terms are opposites); again with "excellent and equitable" opposites;</p>	<p>One appendix should include conduct data from last year including suspensions, in house, etc. The policy addresses an issue but the issue isn't shared. Equitable application data should also be included - otherwise the community gets it second hand from the media or court case</p>

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1/31/2017	Online	Parent	I see no significant difference between this plan and under the plan that is currently in place. Administrators are given no REAL strategies to deal with the outrageous behaviors that are occurring on TUSD campuses.	Suspension has to play a larger role. Your attempt to protect the rights of the chronic violators of these policies places other students and staff at risk and does little to create a safe learning environment.
1/31/2017	Online	Staff	There is virtually no chance that a parent could truthfully sign the statement that he/she had reviewed and understood the policy...the policy is, probably of necessity, full of jargon and legalese	Simply require the parent to sign a statement that he/she had been provided with a copy of the policy
1/31/2017	Online	Staff	Good to go.	Changes would be more to the bus rules. Make them more explanatory. Like no skate boards and on drinks on bus, like no sodas or coffee, just water.
1/31/2017	Online	Staff	This is no better than the current version. When will we place learning of the students as our number one objective.	Reasonable consequences for disruptive behavior on first offense , then escalate for repeated offenses. We all want all children in class to be able to get instruction, but if you have constant disruptions of instruction by a few individuals then we have to have alternatives for those students.
1/31/2017	Online	Staff	it looks like good	N/A

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
1/31/2017	Online	Staff	<p>I would like to know the research that is being referred to on page 1 that "shows that school suspensions, expulsions, and arrests or referrals to juvenile justice fails to create safer schools or promote school success...and even creates unhealthy environments in which it is more difficult for students to learn and educators to teach." It has always been my experience that it is a small percentage of students that disrupt the learning environment, which is by far the greatest issue that campuses have...far more than drugs, fighting, and various other issues. The draft says that students are to "conduct themselves in a responsible manner that does not interfere with ANY students right to learn." However, the draft of student rights and responsibilities only mentions this once. The entire document is in reference to the protection of the students with misconduct and never again mentions learning, which is what we, as a district, are in the business of promoting.</p>	<p>I would suggest having language in the document that protects teachers attempting to teach and students attempting to learn. Students should have rights within the four walls of the classroom. Rights that protect them from ongoing outbursts, foul language, constant and ongoing needs for redirection, students out of their seats, yelling, disrespect toward students and teachers, etc...the current rights and responsibilities do not deal with those issues and it seems there is an assumption that they get handled through Tier One interventions easily. That is not always the case. In fact, those issues generally continue regardless of the techniques used in management. There are times when entire school years of learning are snatched from our students who are showing respect and desiring to learn because of small pockets of students who will not do the right thing no matter the intervention. Students are in our schools to learn. The students that are being affected, not in safety (which is what all but one small statement in the document refers to), but in their basic right to an education need to have more rights and solutions in this document. At this point, the entire draft is written to protect the persons doing something wrong. It reads like a protection policy, not a discipline policy. If we are a district that desires a high level of learning, and I believe we are, then something beyond protecting offenders has to be in place for the greater good of the school communities. I would like to see language for that in this document. Thank you.</p>
1/31/2017	Online	Staff	<p>It is long but necessary to make sure all steps are taken to prevent any misunderstanding to parents</p>	<p>None at this time.</p>

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
1/31/2017	Online	Staff	[No entry]	[No entry]
1/31/2017	Online	Staff	I have none.	[No entry]
1/31/2017	Online	Staff	The main priority is to keep staff informed, well-versed on policy, and safe in order to keep our students safe.	Immediate and swift action to maintain our schools safe.
1/31/2017	Online	Staff	Wonderful work!! I love the awareness that is brought to the consequences of harsh discipline. Thank you to everyone involved in creating this document!	1) I think, bullying and the consequences of bullying, should be addressed more than just citing the board policy and the definition in footnotes. Thousands of children miss school every day because they are afraid of being bullied. 2) I may add a 7th B - Be aware
1/31/2017	Online	Staff	Administration needs to enforce the consequences for any behaviors violating the new policy.	[No entry]

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
1/31/2017	Online	Staff	<p>morning , as a transportation supervisor and district employee for nearly 30 yrs. I would like to see the transportation department have the authority to discipline students for their behavior on the bus. Most of the time school principals don't even respond to the write ups that students get from our staff, meanwhile the unruly student controls the bus and creates an unsafe environment for everyone even the students that are well behaved. since the infractions occur on the school bus we should have the authority to suspend a students riding privileges according to board policy, and district procedures. instead our staff as well as other students are sometimes even physically abused and assaulted on the school buses, yes we do have the option of calling the police and filing charges, but tUSD really doesn't want that.</p>	<p>simply put after a student, has been written up for the infraction (depending on infraction) 2 times and the school has received notice, transportation should have the authority to suspend a student from the bus. parents are shocked to know that transportation has nothing to do with the discipline for what happens on the bus</p>

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
1/31/2017	Online	Student	<p>The code of conduct states "no tights should be worn as pants" Are tights including leggings, yoga pants and jeggings? The code of conduct is very complex because there's too many words, I want to know no this, no that, straight up and clear. When it's talking about sunglasses and hats, it's so complicated about sun and outside and I personally don't get it. Also I absolutely agree with no tights as pants because its a fact, they are see through but I hope that we all know that leggings don't show anything it's totally different. If you were to go to a regular clothing store and go to the girls section, your going to see a lot of sleeveless shirts.It also frustrates girls when you tell them that they can't wear something because boys will get distracted.</p>	[No entry]
1/31/2017	Online	Student	<p>I feel that these rules are very confusing and I have many questions. In the dress code it is stated that no tights may be worn as pants. Does that include leggings yoga pants? As well how do u determine short shorts. As well as I feel it is very stereotypical to say no gang related colors. I feel that sometimes when you wear colors it doesn't always have to do with gang actions but it has to do with a way to express yourself. As well as if you are wearing tights but a shirt the covers your butt then is that allowed or does the shirt itself have to be long enough to mid-thigh?</p>	<p>One of my big changes I feel if the board feels that these dress codes is good enough to bed followed and us students go to school following all of these then why does the school need any changes? I strongly feel that this should be the only dress code we have that the school should not be able to change it because this dress code is understandable but one of the big conflicts is that the school makes it unfair and then we are confused and end up relying on this to get our prof but then they make changes.</p>

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
1/31/2017	Online	Student	Us students already know what to do and we already know the dress code. But you guys put way to much detail which made it kind of confusing. Other than that we already know most of the policies.	[No entry]
1/31/2017	Online	Student	No tights to be worn as pants, does this include leggings? We should be able to wear basketball shirts without a shirt under. It was really confusing to read.	Make it easier to read and put more details.
1/31/2017	Online	Teacher	While I appreciate the accountability and the steps taken to ensure treatment is equitable for students, the amount of paperwork and documentation that teachers have to follow through on before seeing results, takes power from the teachers and the students know how far they can push limits before they have to really listen.	Restore power back to the schools to make prompt decisions since we know our community best.

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
1/31/2017	Online	Teacher	<p>New Code of Conduct introduction should include the student's right to be in a safe school environment. Level A takes away all teacher's authority other than to act like a counselor. Restorative practices are not always best handled in the classroom. Sometimes students just need another environment to reset and stop disrupting a classroom. Our classrooms need to be a place where learning can take place not where kids can continue to hit, kick, throw things and destroy things with no consequence. We need parents to act as well. A teacher should be able to have a child stay in during lunch or after school if needed. It should not be so hard to hold kids accountable for their actions. We are creating classrooms and schools where children see there is not consequence for destruction, assault and it has been permitted. Restriction of privileges in a classroom. Level B there is barely anyone to perform these services. You pretty much must get a 504 or IEP to get the social worker, counselor, or psychologist to work with a child. MTSS team is made of teachers that don't get paid extra for their service. How are we supposed to handle level B infractions when we have our own class? We don't have the resources to support the number of troubled children we have. Most of the parents of the children acting out don't know what to do with their children either. Speak to the BIT about the intensity of children coming in kindergarten. We have to evacuate classrooms in kindergarten because some of our students are that violent. 1-hour max out of classroom. We need to invest more in teaching student social-emotional skills. We need to consider hitting an assault it is not okay for students and teachers to be hit and kicked by students. We need principal and more importantly leadership support to be fair but diligent and swift in addressing issues. Too many times a student is returned to the same class and continues with the same behavior. We need a reflection room where the disruptive students can reset and the class can heal from the chaos 1 or 2 students create.</p>	<p>hold students and parents accountable for their actions! Leadership should not make it so hard to discipline a child.</p>

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
1/31/2017	Online	Teacher	It is my experience that the main reason that students are suspended is for drug violations. Does this really make sense? Is having a few seeds of marijuana in a bag pack really more damaging to the school environment than shoving a teacher? I'm concerned that our discipline policy reflects the "war on drugs" and the resulting mass incarceration. If we don't have any choice about this due to Arizona Law, then we don't...but if we do, I think we should take another look at this.	[No entry]
1/31/2017	Online	Teacher	I wish we could involve parents and family earlier into the process. Having to deal in school with students who resist following rules and procedures is a burden for all in school sites. We have many students to teach and take care of, we need an earlier family intervention.	Families should be involved since the beginning of the MTSS process to make it work.
1/31/2017	Online	Teacher	Language protecting teachers from threats, harassment, intimidation, retaliation, and assault is weak and needs to be strengthened. Parents and students are not above harassing, threatening, and lying to bully teachers in to changing grades or giving grades that have not been earned and do not reflect the student's true mastery of standards.	Staff members have the right to file charges against any parent or student who puts their hands on a staff member or threatens a staff member. Wording making it very clear that lying about any staff member will result in disciplinary action. Retaliation against or harassment of staff members by parents, students, or guardians will not be tolerated.

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
1/31/2017	Online	Teacher	[No entry]	<p>Level A * Daily report card on behavior, task completion, and achievement This implies grades are effected by the behavior. Remove the words in red.</p> <p>Level B * Restorative community service (not to include manual labor) Many times community service includes manual labor as in serving food to the homeless is manual labor as is cleaning up an area with a broom , as is raking. Remove the words in red.</p> <p>Disruption: Student engages in behavior causing a substantial interruption in a class or activity including, but not limited to, loud talking, yelling, or screaming; noise with materials; throwing objects; or out-of-seat behavior. and leaving the classroom without permission. Add this in.</p> <p>Endangerment: Students recklessly put themselves or another person at substantial risk of imminent death or serious physical injury through acts such as, but not limited to: rock throwing, skateboarding on campus, etc. climbing on or jumpng off a roof, swinging a chair around Add this in.</p> <p>Inappropriate Language (verbal or nonverbal): Student delivers verbal or nonverbal messages that include swearing, name calling, or use of words or gestures in an inappropriate way. Scoring or scratching any school district owned equipment with any words including bathroom stalls, chairs, desks, tables. Add this in.</p>

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
1/31/2017	Online	Teacher	I like that is detailed and the explanations are clear.	None.
1/31/2017	Online	Teacher	I like that there is strong acknowledgement that ongoing misconduct, even of a relatively minor nature, can add up to a major disruption.	I worry that there are not enough staff to implement this code, and that they may not be trained well enough. Restorative practices take time. For instance, where could a student go to just calm down? Admins are busy, so their offices will rarely work. Same with counselors. The ISI room would not be appropriate. The nurse has other responsibilities. There needs to be more guidance and oversight on HOW to implement this. Also, there needs to be guidance to teachers on how to document their interventions, and teachers also need to be informed of disciplinary actions. The communication needs to be more clear and happen on a regular basis.

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
1/31/2017	Online	Teacher	<p>Though these policies may work for the mild misbehaviors of most students, it doesn't work for those who are consistently walking around our campus ditching and causing issues around the school, speaking disrespectfully to teachers/staff/other students, and who are just basically defiant. There may be underlying issues, but those are not always issues we are equipped to handle especially with the numbers of students we are talking about here at our school. Counselor conversations or having them write something will not help those with severe issues. Parents need to be more involved and if they cannot make it in to 3 or 4 scheduled meetings, that child needs to be sent for help somewhere else. We have many other students who end up repeatedly seeing things they should not need to see in school. Ex: [REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED] What kind of learning environment is that for students? In trying to help all students, which I wish we could, we are putting our other students in situations that are not safe learning environment and are not conducive to the learning they deserve. I understand and want to help the troubled students, but it takes away from the learning of others if you try to do it here. It is not fair to the other students.</p>	<p>There has to be a faster way to help them in another environment where they could learn appropriate social skills before returning to school. Skip the weeks and weeks of helping the most defiant students. Find a way to get these students immediate help in an environment that can support them rather than going through so many steps before something can be done to help these students. This is for the good of all students and the school climate. Give the authority back to the schools. Trust the school administrators to do what is best for their students.</p>

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
1/31/2017	Online	Teacher	<p>It's very long but thorough. My concern is that there are delays in getting translators or specialists to assist with behavioral issues due to budgetary constraints. In many cases timing is crucial to deal with the issue and with such delays the 'impact' or 'severity' of the 'event' may lessen over time. Additionally, there are some events that do call for suspension or expulsion and I would hope that these decisions are made swiftly for the safety of all involved. It would be a shame for suspensions not to happen in order for 'statistics' to look good.</p>	<p>I would make sure that all staff are versed in dress code, appropriate responses to violations of any part of the code etc. Without consistent implementation and accountability from the district to the site many of the policies won't be truly effective.</p>
1/31/2017	Online	Teacher	<p>Once again you have overloaded the 1st step with teacher responsibilities and paperwork and documentation while the consequence for the student is very, very little. This causes all sorts of disrespectful and disruptive behavior for the whole first semester until the students are finally up to the next level. It is not until that level that any consequence that means anything to the student is given. This seemingly endless "the student wasn't warned" has the result of constant coddling and pushing any real change until later, later ,later. The kids catch on quickly that they can get away with all sorts of bad behavior.</p>	<p>There is no need to give multiple warnings for each infraction. Any kind of disruption should be warned once, then consequences.</p>

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
1/31/2017	Online	Teacher	<p>I think the Code Of Conduct severely limits what administrators can do to help ensure that there is a culture of education on campus. For example, students can partake of drugs on campus, but they can't be suspended for it. That in and of itself seems crazy. (See footnote 4 at the bottom of page 8.) Additionally, needing the Academic Advisor to approve discipline action will cause a backlog. This Code of Conduct does not make the schools safer or create a learning environment that students will want to be part of, but will cause parents to send their children to charter schools and teachers to leave TUSD. This will tie the hands of all administrators who are trying to make their campuses safe. This is worse for students, teachers, administrators, and schools than the one that was in effect last year. This Code of Conduct will ensure middle schools and high schools become places where students are in control and the adults have no power at all.</p>	<p>The Academic Advisor should not have to approve decisions your administrators make on middle school and high school campuses. The administrators who are hired to do the job should be trusted to do that. Administrators should be allowed to suspend students when they believe it is necessary to ensure a safe and educational environment.</p>

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
1/31/2017	Online	Teacher	<p>On the whole, the statements about rights and responsibilities and a lot of the basic code sounds good. The part missing for me is there is no definitive list of infractions and their corresponding consequences, instead, a tiered list of possible interventions, some of which would cost considerable time and money to implement such as a behavior plan. Who would be taxed to write these and how would they be implemented school wide. Who would provide training on them and gatekeep the data? A lot of discipline action then is left open to interpretation which lends itself to inconsistencies in practice. What's to stop us from getting into legal trouble down the road when someone analyzes the data by race, ethnicity,gender etc. and determines the district has unequally applied varied strategies to specific ethnic groups, etc.??? I think there is way too much leeway in the draft document to ever be implemented in a consistent and fair manner. AND, unless the schools receive new monetary resources this whole bit about behavior plans and other strategies listed will be a costly drain on current resources. When I (as an exceptional education teacher) write a behavior plan according to TUSD guidelines it takes me about 10 hours including preparing materials for data collection, etc... and that doesn't even include training efforts for staff. The tiered approach sounds very positive and proactive, but in reality, this will be a quagmire as written if it is the ONLY guideline for student consequences.</p>	<p>I suggest we continue to list and define specific infractions and their consequences. I also suggest we separate punitive actions from positive interventions and plan to implement both. The list of interventions is good as far as positive interventions go, however, it cannot take the place of specific consequences for actions. They are two different things and should work together. If you run a red light and get caught, you get a ticket or a warning. As a driver you know this and the knowledge sometimes affects your decisions. I feel students AND parents AND educators need a simple, uncomplicated plan we can all implement fairly and consistently with our current resources. Thank You</p>

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
1/31/2017	Online	Teacher	There may be difficulties with the aspect of "determining the root behavior". The counselors have been cut so who will determine this? Many sites don't have the staffing to support this. Will it be up to MTSS teams or ? The policy needs to be clear and concise. If there is wiggle room or room for interpretation, it will lead to problems for teachers and administrators.	Clarification for finding the root of the behavior. Increased staff to meet this requirement of the policy.
1/31/2017	Online	Teacher	The last item on the Level C disciplinary responses table (to be used only in accordance with the Persistent Misconduct Process and/or Safe Schools Protocol) and the requirement for administrators to contact the appropriate director for disciplinary issues in the school ties the hands of those administrators responsible for maintaining an atmosphere conducive to learning. We seem to be going backward, not forward, in creating an environment conducive to both working and learning. In addition, allowing students to remain in school without an automatic out of school suspension for possession of and/or being under the influence of drugs or alcohol certainly sends a wrong message.	Change the above mentioned portions of the policy to allow administrators to do their jobs effectively without micro-management of their decisions and to send the right message to students that drugs/alcohol possession/use at school is a serious violation with serious consequences.

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
1/31/2017	Online	Teacher	<p>“Restorative justice is not a replacement of retributive justice, but a complement. It seeks the rehabilitation of the wrongdoer and the repair of the victim's injury.” Lewis B. Smedes As Mr. Smedes points out, we should not replace RETRIBUTIVE justice with COUNSELING, which I THINK means that there should be a negative consequence when laws are broken, in addition to a discussion between perpetrator and victims. PBIS has replaced retribution with restoration to the detriment of public schools and a generation of humans. I am seriously concerned for our children’s future as they are learning that bad choices have no negative consequences. They think that one can just apologize and go on about one’s life. We have laws, protocols, expectations here in our A SCHOOL culture that are getting completely ignored by our student body---not by all---but by far MORE than 10%. I don’t mean the kids who are repeat offenders whom you talk to in your office or the kids that land in lunch detention, suspension or ICE. I mean the ones that won’t do what they’re told to do by an adult, disrupt classes, use vulgar language, are late to class, and basically refuse to comply with even the basic rules we have in this place so that we can effectively conduct the business of teaching and learning. We have school rules such as no earbuds, no gum, don’t litter, go straight to class respect adults on campus. We are not enforcing these rules. Our standards have had to drop to “if no one is getting physically harmed, why address it?” So kids soon learn that we don’t mean what we say. This totally undermines our authority. If the school has a no gum rule, but that is not enforced and people have no consequence for breaking that rule, then all OTHER rules can also be tried and when nothing happens, that means that rule doesn’t matter either. So methodically the kids have tested our rules and when they touch the hot stove, and don’t get burnt, they learn that they can continue to touch the stove. When you asked the question yesterday of “What is happening?” this would be my answer. We don’t enforce the little rules that we mandated, so kids know that they can try to break ALL rules. If it takes a village to raise a child, but the only village</p>	[No entry]

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
			<p>members that the child has are encountered in a public school, then the responsibility to teach what is OK and what is not OK in a civilized society is totally up to the public school. When the public school has no way to apply an immediate and effective negative consequence for making bad choices, we can't teach humans what they need to know. And I believe we are creating a generation of people who do not even know how to adjust into various cultures in order to be successful. A colleague here made the analogy of how all folks have to learn THE REGISTER of behavior between what is appropriate for McDonald's and what is appropriate for a White House dinner. We are NOT doing an effective job of teaching that by using PBIS. If the REGISTER for existence at home has been one of disrespect and negligence, then the REGISTER for public school or any setting should not lower its standards for its "citizens" to match that lower HOME register. The citizens need to ALL be held accountable for raising THEIR standard to match the one set up by the culture of the setting---whatever setting it happens to be. WHY have we lowered our standards to match the low HOME standard? Because we aren't given the teeth to bring the "citizens" up to a higher standard.</p>	

BOARD REVIEWED	Venue	AFFILIATION	COMMENTS	CHANGES
1/31/2017	Online	Teacher	They are not specific enough. How many times must a student be disruptive before an administrator helps a teacher keep order in a classroom.	"Regardless of the disciplinary consequence, students shall be provided the opportunity to earn grades and academic credits equivalent to those earned by other students in the class." Does this mean that a student who chooses to be late is afforded the same opportunity to earn grades as a student who showed up to class on time? The message is unfair to those who follow the rules.

DATE OF BOARD REVIEW	Venue	AFFILIATION (Parent, Teacher, Staff, Comm Member)	QUESTIONS	STRENGTHS	AREAS OF CONCERN	SUPPORT THE PROPOSED COC Yes/No/Other	ADDITIONAL COMMENTS
4/25/2017	Public Forum 2/20/2017		How will new and existing staff be trained? How will schools 'train' students regarding the code of conduct and school expectations?				
4/25/2017	Public Forum 2/20/2017		Without a firm action/consequence matrix, subjectivity increases: this leads to inconsistent discipline across the district. Would this document have prevented discipline problems over the last 2 years i.e. Secrist, Palo Verde, etc. Discipline starts from the top down-Where is the code of conduct for a superintendent/administrator i.e. principal suspension like at Secrist. How are teachers protected if there is ambiguity in discipline and some are perceived as too onerous? I will not allow anybody from Law Enforcement talk to a minor without an attorney present! Page 12, paragraph 4 need to be changed. What happens if a family does not sign consent form? Paid good money for document that changes fonts, has poor visuals has 'should' instead of shall on page 3.				
4/25/2017	Public Forum 2/20/2017		Assuming this code is adopted by Gov Board, what form will this roll out? How long? Do parties sign an affidavit of understanding? When will staff be trained, etc.? (What happens if the form is not signed?) How well is the code coordinated with current board rules and state law? Is there an estimate of time/cost impact or this proposed code of conduct relating to existing and relative to other districts in the state/country? Suggestions: Flag use of the word 'campus' is confusing within this code of conduct is intended to apply 'portal to portal' i.e. buses, museums, off-campus activity, etc. Find another word that is more inclusive or at least implies the greater vision or applicability.				
4/25/2017	Public Forum 2/20/2017			I appreciate the concepts of restorative justice, and other non punitive measures. I support efforts to keep students in a learning environment.	The code of conduct seems both vague and inconsistent. These are significant opportunities for abuse from either side of an incident.	No	Do not support in current form-see above concerns.
4/25/2017	Public Forum 2/20/2017			The plans made to help students return back to school is excellent in helping provide a smooth transition back. The review of behavior data to better address campus/district issues is very beneficial. Such a review will help provide opportunities to make revisions, celebrate success, and remain proactive. Also, the flexibility within the consequences given allows specific student needs and staff concerns to be met.	Training is key. Who or when will new staff members be trained? When or how often will refresher training courses be offered?	Yes	This code of conduct provides a great starting point.
4/25/2017	Public Forum 2/20/2017			Good length of time; informative			
4/25/2017	Public Forum 2/20/2017			Multiple options for all levels	The focus is on the negative side of conduct. It should list the positive expectations up front! Be specific then focus on the process of correction. Too much flexibility to offer real consistency across locations.	Other	I do not like that you take power away from the principals. You pay them enough for them to make suspension decisions

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4/25/2017	Public Forum 2/20/2017			Root causes is good, focus on keeping kids in educational setting is good.	the document written by Freeman was 13 pages long this one is 28 pages long, densely and incomprehensibly written. It does not focus on expectations for students, it focuses on consequences to students.	No	It is 90% punitive, 10% student conduct. It is very poorly inaccessibly written and doesn't acknowledge that currently schools are not prepared to do this from MTSS teams to school discipline and school climate committees, schools don't have the players needed to pull this off. With itinerant counselors and social workers, there is very little consistency. (In other words, school need more help.)
4/25/2017	Public Forum 3/2/2017	Parent/Teacher	Regarding use of restorative practices-I seem to remember when attending the Restorative Practices/Circle training that was mandatory several years ago, we were told that we don't ask "why" a student did something-to focus on the result of the actions. This seems to be the opposite of what is emphasized now-finding the "root cause" of the actions. So, how will restorative practices fit in to the new Code of Conduct? Wo will be responsible for implementing and documenting all these issues? Teachers already do not have time to do all they need to do during their limited planning time, (to prepare for actual instruction which is and should be the focus of their job) and every year are given more to do that takes away for of this time. How will this documentation takes place? Will teachers be provided with appropriate forms to keep track of all of this? What will teachers' rights have resulted in responses through Level C and the behavior is still taking place? Comments: I don't see any problem with the document itself, but hope that there will be realistic implementation, with appropriate teacher and staff training, and appropriate tools provided. The proposed code of conduct is a definite improvement over the current one.				
4/25/2017	Public Forum 3/2/2017	Staff	Will violations have a clear course of action attached to ensure that all school handle instances using similar consequences for similar violations? I.e. student commits violation of bringing a weapon. One school uses consequences from Level A, another for the same violation uses Level C consequence.				
4/25/2017	Public Forum 3/2/2017	Staff		You did a great job marketing the forums. I'm sorry attendance was/is so low. Outlining the concept 'persistent misconduct' is effective and efficient. BRAVO! (page 6/7) in GSRR, the term 'escalating behavior' is vague. The details/steps/included is Safe Schools Protocol are an asset to the draft. Very informative Thank you!	Consistency across sties especially regarding Levels A, B, and C.	Yes	It is different, but clear. The accountability piece is strong for everyone (students, teachers, parents, admin)
4/25/2017	Public Forum 3/2/2017	Staff		Clear definition of persistent misconduct. Appreciate the latitude given to administrators to make decisions.	Levels not assigned to violations. Concern of inconsistent implementation.	yes	

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4/25/2017	Public Forum 3/2/2017	Teacher, Staff, Comm Member		Defines terms well. Recognizes effectiveness of restorative practices and PBIS. Strong relationships with every student.	We should become a 'trauma informed' district. We need more staff at some school (to meet student needs and to interview when needed). We need consequences as well to give students boundaries and teach real-world consequences.		Teachers need to be safe or they will quit. Students need to be safe if we want to keep students in public schools. This often is not the case. MTSS, PBIS, Counseling-all takes a considerable amount of time to see progress. We have mass kids traumatized. What do we do with children biting teachers, throwing chairs at others? We need more staff at elementary schools fro safety's sake. These children mostly have trauma in past or mental health issues. We need more therapeutic staff on site. We need calm-down rooms. Absences, we need a truancy offices for elementary schools.
4/25/2017	Public Forum 3/11/2017	Parent	How do they plan on making the 'consequences meaningful'. Will there be workshops to teach this to the staff at each school? Will these be required? Who will be leading the intervention? "Core value expectation"- will be promoted with assembly-Are these required? "Access to books and other reading material for supplementary and recreational use"-will libraries be created in schools that don't currently have them? Are additional staff going to be hired to fulfill these new ideas and rules? How many hearing officers does TUSD currently have? Options to enroll in "Life Skills" class does this class have any development help by a qualified person? How many of these teachers does TUSD currently have? How many site coordinators does TUSD currently have with the RPPSC? how would a choice of 'teen court' be decided, who decides this? Who hires the PBIS, are these additional staff that will be hired? or is this an additional responsibility put on teachers? Who screens the safety line, how are the leads followed up on? How is the IBP, or individualized Behavior plan, created, is it like an IEP? Who will be teaching the coping skills in the plan? Does the parent need to request the IBP in writing? I find that if plans do not have a specific designated person often create the most discouraging environment. I feel for the burden of the teachers and hope they are well supported and given opportunity to received support.				
4/25/2017	Public Forum 3/11/2017	Parent/Comm member	Consequences for student's using racial slurs and derogatory terms such as nigaboo and/or nigger is not implemented on a school level nor governing board level. It needs to be addressed and not allowed in schools. No guns, drugs, alcohol rules are applied. "Be Kind" means understanding the use of racial slurs and derogatory terms are offensive. Teachers need training on cultural awareness. When teaching students from a variety of ethnic groups learning about their students individual culture is prevalent to academic success.				

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4/25/2017	Public Forum 3/11/2017	Parent/Comm member	Website is adult friendly-web links are hidden within blocks of text. The dates should be centered as this is the vital piece of information that we want parents to have. You mentioned that MTSS is both academic and behavioral. Where is the handbook of MTSS notification for parents that is centered on academic intervention? Staff and Faculty need to be aware of their own culture and biases they bring into the classroom. ARS 13-3620 does not apply to when police officers need to be called. This is a misconstruction of the statute. Are all teachers trained in MTSS? There are limited opportunities for parents to partner with schools. The forums do not wish to have a dialogue, as evidence by the feedback structure. There are limited opportunities for parents to partner with schools other than disciplinary action. Can we include language that makes parents a part of school climate and the process of schooling? Are all teachers trained in MTSS? Where is the manual for MTSS academic standards? ARS 13-3620 deals specifically with neglect and abuse-this records who is required to report not when the police should be called. Has the district made the 13th documentary a part of the professional development process?				
4/25/2017	Public Forum 3/11/2017	Teacher	There can be one or two students in a classroom who have such persistent disruptive behavior who can severely interrupt the learning environment for every other student in the class. How do you balance the civil rights of students to receive an education with exclusionary process and concern of removing students from class?				
4/25/2017	Public Forum 3/11/2017	Teacher	Page 3 "Students should always be allowed to respond and provide their perspective on the incident". 1. Do they have the right to make sure investigators seek an interview with witness they identify? 2. Do students and parents have a right to view/copy district-owned video footage of incidents? 3. What if there a known cellphone footage of the incidents (ie. a fight)? Is there any obligation for schools to try to obtain that footage in order to clarify who was involved or who was at fault? 4. Is sending a kid out to a 'buddy room' considered an exclusionary response? Is sending kid to alternative school exclusionary, or what about ISS? 5. Do I understand you can only suspend if kids are endangering safety (physical) of students? Can you suspend for being persistently disruptive? I.e. kids makes no physical threat but had a pattern of name calling, using profane language, throwing paper, etc.?				
4/25/2017	Public Forum 3/11/2017	Parent/Teacher/Staff/Comm Member	Why is the burden of not dressing 'distracting' heavily laid on the responsibility of female students? You can have whatever 'code' you want but if administrators undercut coaches and teachers, it does nothing in the end.				
4/25/2017	Public Forum			Too wordy, simplify.		Other	Needs work
4/25/2017	Public Forum 3/11/2017			There is something to work with and I think there is a start!	The use of universal ASBA policies as TUSD governing board policies. No clear chain of command beyond the principal and the district. What is the intermediary?	No	There are some changes that still need to be considered.
4/25/2017	Public Forum 3/11/2017				The dress code in the draft of conduct does not match the governing board policy JICA published online.		

DATE OF BOARD REVIEW	Venue	AFFILIATION (Parent, Teacher, Staff, Comm Member)	QUESTIONS	STRENGTHS	AREAS OF CONCERN	SUPPORT THE PROPOSED COC Yes/No/Other	ADDITIONAL COMMENTS
4/25/2017	Public Forum 3/11/2017			Focus on positive supports for students. Keep kids in school, learning.	Teachers need training on how to build relationships and provide interventions to 'trauma' students. Many teachers, currently want these students removed from class and don't want to address their needs, or know how to.	Yes	
4/25/2017	Public Forum 3/11/2017			Offering these forums is allowing parents to have a voice.	Racial slurs and derogatory terms being used by students, teacher, staff and governing board members. Consequences need to be implemented in student/parent responsibilities.	Yes	
4/25/2017	Public Forum 3/11/2017			Thanks for saying (page 4) that a teacher can put a kid on a 'daily' report card on behavior, task completion and achievement. I was told at one school only an admin could do that.	See comment below (additional comments) You need to settle the question of if sending a kid to a buddy room, ISS, or alternative school is exclusionary.	Other (not yet)	I support the idea of building a restorative justice system. But we need to be sure teachers get the training in de-escalation techniques and they get back-up. They need training in community-building techniques. The district needing to back up anti-bullying programs with money. In other communities they start laying ground work for positive school climate by working with student leaders over the summer . For instance, in-coming 6th graders who are identified as leaders meet 7th & 8th grade leaders in the summer and are training in anti-bullying techniques. These groups of kids may work together to pain a wall or help incoming teachers set up their rooms,. The football team practices in summer gets a session on being positive leaders and repsin their schools. Schools offer social skills training to all kids, or kids identified as having difficulty making friends.
4/25/2017	Public Forum 3/11/2017			I appreciate the clear and concise manner that the forum was presented. The explanation was helpful. Presenters handled the harshness of some of these parents very well.	Many elementary schools do not have assistant principals. I am concerned with the extra supported needs of the teachers who are already taxed. I have never in all my son's K-6 did I see these teams, social	Yes	Just concerned that some kids get singled out, I hope that the district will recognize this and protect the rights when teachers or principals are not reasonable.
4/25/2017	Public Forum 3/15/2017	Parent, Teacher, Comm Member	Why is it a principal has to get permission from their leader or academic director to suspend someone? Why are the rights of the 'bully/aggressor' stronger then the rights of the victim? Why are we not partnering with more children mental health systems to provide wraparound care for these children with persistent misconduct? Why don't we have more "safe rooms" that are staffed to handle children that are violent or disruptive at the elementary level? It is not reasonable to expect one principal of 500 plus students to handle this?				
4/25/2017	Public Forum 3/15/2017			The signed paper in the blue book should be treated as a contract not an acknowledgement. High schools should not be allowed to enter the classroom without a signed paper. Holding them accountable just like their vaccinations! Blue books get thrown away and never read. I read the book to my kids, all 4 of them. 2 at Davis Bilingual and 2 at Pueblo Magnet.			
4/25/2017	Public Forum 3/15/2017	Parent, Staff	Is there a way to provide funding for a detention teacher/Saturday school teacher to all schools to enforce discipline and support our teacher and students.				

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4/25/2017	Public Forum 3/15/2017		Why was the strict matrix taken out of the Code of Conduct?				
4/25/2017	Public Forum 3/15/2017		What if the MTSS process is lacking in supporting teachers with behavior problems in class?				
4/25/2017	Public Forum 3/15/2017	Parent, Comm Member	What type of behavior do you deem appropriate for the removal of a student from the classroom?				
4/25/2017	Public Forum 3/15/2017	Teacher	Will the district provide a template or form for behavioral intervention plans? Would it be possible to have a place like SharePoint or on the intranet web portal where teachers could document and have access to documents or resources that are district wide?				
4/25/2017	Public Forum 3/15/2017			Very user friendly-much more than the current version.		Yes	I greatly appreciate the emphasis on community and safety.
4/25/2017	Public Forum 3/15/2017				Page 2 Introduction: 2nd sentence, when we define use of harsh school disciplinary such as out-of-school suspension, expulsion and arrest or referral to the juvenile justice system fail to create safer school or promote school success is indeed not harsh based on what the student has done.		Punishment should start low and finish high.
4/25/2017	Public Forum 3/15/2017	Teacher		Flexibility, definitions of violations	Include 'students' on page 2 (we ask parents and guardians take responsibility). We need increase of staff (counselors, social workers, etc.) to implement Level B.	Other	I need to read it more in-depth.
4/25/2017	Public Forum 3/15/2017			Flexibility of the Code of Conduct clear and concise	All schools need full-time counselors, social workers, etc.	Yes	Thank you!!
4/25/2017	Public Forum 3/15/2017			Friendly user- easy to read and understand, flexible.	Disruptive students need more support and a place to go out of classroom so other students can continue to learn.	Yes	
4/25/2017	Public Forum 3/15/2017	Parent, Staff			Schools need more support with Attendance. Not having a truancy to support we have students that come when parents or students feel like coming or on time to school. Does the Attorney General's office still get involved?		
4/25/2017	Public Forum 3/15/2017	Parent		It has been great seeing an approach to discipline that attempts to address the root causes of misbehavior.	Giving more resources to the schools so that they can implement the strategies without taking up time away from classroom instruction.	Yes	My top priority is for my children and everyone in the school to be safe.
4/25/2017	Public Forum 3/15/2017				When a student throws an item at a teacher, support staff, administrator one time, that student should be escorted out of the classroom and sent home immediately and forfeits any point for school work.		There is no avenue for parents to be trained on the Code of Conduct. All parents/guardians should be required to attend a session on the Code of Conduct within the first 4 weeks of the beginning of the school year.
4/25/2017	Public Forum 3/15/2017				Table A doesn't address the issue of the student who continues their misbehavior and is allowed to be passed from one teacher to another teacher. Also students know that teachers/administrators are bound by the IEP and they are the worst misbehaved student.		
4/25/2017	Public Forum 3/15/2017	Teacher, Staff			Bring back Capturing Kids hearts-strong relationship building is key to classroom management; the term "tights" under dress code needs clarification due to jeggings, leggings, etc.	Yes	
4/25/2017	Public Forum 3/15/2017					Yes	It seemed like it is getting very lax! It needs to be re-evaluated.

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4/25/2017	Public Forum 3/15/2017	Parent, Teacher, Comm Member		Focus on restorative measures-positive language.	Lack of matrix to guide consequences for repeated serious and disruptive behaviors that aren't impacted by restorative measures.		Steps in the process seem redundant-if persistent negative behaviors keep occurring, the plan doesn't seem to address them-page 7.
4/25/2017	Public Forum 3/15/2017	Parent, Teacher, Comm Member		PBIS , Restorative Process, Identifying root of problem (yet many staff don't have training to do this.)	Part 1-Introduction; should include the right to feel safe physically and emotionally. The right of the perpetrator is more highly protected than the victims. Table 1 Level A does not allow a teacher to send the student to another classroom to reset. MTSS members are teacher. It does not allow a teacher to implement loss of privileges in the classroom. Level B responses require full time staff. In a school of 600 we have a part-tim school worker and school psychologist. We need a room that is staffed to handle disruptive students/violent. Need more BIT staff and teacher training. Level B responses don't exist at all schools i.e. afterschool programs, student equity success specialist, case manager.	Other	Needs revision but better than current code need to provide more support to teacher, principals and victims.
4/25/2017	Public Forum 3/30/2017		My daughter gets frustrated when students disrupt the classroom by being loud, talking back to the teacher but she gets more upset that the teacher doesn't do anything to removed the disruptive students. This becomes a daily thing, instruction time ends up being shorten. How can this be addressed? Cell phones are great for communication however at the same time can be a distraction in the classroom; its sad to say but some students do not come to school to learn but to socialize; some teachers allow cell phones and others don't. What can be done so that teachers are consistent with cell phones? (Particularly in high school)				
4/25/2017	Public Forum 3/30/2017	Parent	Why isn't equity work/accountability done at the sites? Why isn't the fact that a policeman must be called when a teacher is assaulted included? Where is the focus on restorative circles and PBIS- are we jettisoning those? What about schools that don't have the staff to have full MTSS teams? or that have part time or itinerant MTSS members? Why is called a Code of Conduct? It's mostly disciplinary actions to be taken by adults. What resources are available to parents when there's a suspension?				
4/25/2017	Public Forum 3/30/2017	Staff	What are the major differences between the one TUSD now has verses the draft? One of the biggest issue is poor parenting connection. Some parents do not respond because they get tired of hearing about their child's behavior. What then, if parent has no follow through?				
4/25/2017	Public Forum 3/30/2017		Where is the AZ Revised statute 15-841? That establishes the placement review committee - rights of teachers to remove a disruptive student? Also, cited in the TEA consensus. Will each school be assigned an MTSS position to work on this - as it is now other personnel are filling in and therefore their main assigned responsibility is left behind.				
4/25/2017	Public Forum 3/30/2017		July 2015 article in the Star reference counseling verses long/short suspension. How did/How is going do you feel? Paper said we will spend \$500,000 on it. I think it was a good idea.				

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4/25/2017	Public Forum 3/30/2017		It says you don't want to suspend in elementary school, that is where bullying starts. Why not address wrong behavior at a young age? On page 12 last sentence 1st paragraph, who decides and how do they decide if situation can be handled without law enforcement? Does ARS 13-3620 include students causing physical injury to other students? How many infractions determines it is persistent misconduct?				
4/25/2017	Public Forum 3/30/2017		Will TPD or Sheriff's be called on all ARS violations? If not all, why not? Where on table of A, B, C is violence? Who determines the severity of beating up? Isn't violence, violence? Why is possession of drugs only a table one when it is illegal?				
4/25/2017	Public Forum 3/30/2017		Is there a list of infractions that indicates what consequences it incurs? What happened to the levels of infractions that used to be listed? I see lots of help for the offender in this but I don't see in this document help being a priority to the victim of a bully.				
4/25/2017	Public Forum 3/30/2017		What is the depth of the scope of addressing the 'root causes'? For example, if an offender is the victim of trauma from sexual abuse, is TUSD qualified to address this root cause?				
4/25/2017	Public Forum 3/30/2017		Wouldn't it be more beneficial to students to have the 1-5 current levels spelled out instead of the vague table 1-3, with discretion left up to whomever? Levels are clear cut. Tables are subjective				
4/25/2017	Public Forum 3/30/2017		Are you saying that if John beat up Tom, he may not be suspended because you might think he won't do it again? Why restrict cell phones in H.S when that is how we hear about lock downs? What are the victim rights? And where are they? Were parents from each school on committee that created this? Why is dress code sexist in assuming that a female's body is a distraction to boys?				
4/25/2017	Public Forum 3/30/2017	Parent, Teacher	Why do you continue to emphasize support of those students who disrupt daily or consistently to the detriment of all of the other students. My student tells me that in some classes there are students that talk and disrupt class almost daily. The teacher spends 10-15 minutes of class time to address this. This happens 2-3 times per week per class. This costs my child 3-4 hours of instruction time per week/weeks worth over a year. Why didn't you address this in your plan?				
4/25/2017	Public Forum 3/30/2017			This would be a good Code for an alternative school. Teaching schools need to teach!!	This doc continues to concentrate on keep behavior challenged students in the classroom to the detriment of those who want to learn and behave well. This creates under performing school as a result of 5% of the total population. Oversize classes-(27) threw 7 or 8 extra kids of whom 1-2 have behavior issues-then make the consequences, consequences for the teacher not the student will not fix behavior. How does MTSS fit in here? Synergy-behavior issues are recorded but not use/seen by or monitored by discipline plan. Ten-20 write ups for a student go unnoticed. Utilize the system and use written notes to determine behavior issues.	No	Give real consequences and move difficult students out of the general public.
4/25/2017	Public Forum 3/30/2017				Interventions require much one-on-one attention which current staffing levels can not support. As a teacher, this reinforces the feeling that TUSD expects me to be a babysitter first and a teacher if time allows. Many, if not most, persistent disruptive students have problems that can only be legally addressed by parents or guardians. I have seen no improvement in behavior by any students currently in our MTSS. It is a huge failure.	No	

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4/25/2017	Public Forum 3/30/2017			3 levels of Conduct	Very difficult to comprehend and long for some parents	Other	
4/25/2017	Public Forum 3/30/2017			Table One -Disciplinary Responses; teachers are able to get ideas on how to handle disruptive students in the classroom.	1. Out of classroom-cool down. Teachers especially in elementary have students sit outside classroom-who is supervising student? 2. Didn't see much about 504 students	Yes	
					Impossible to share with student so they understand it and parent for that matter.	No	



Facebook

- Facebook Live of Cholla session
- Facebook events posted before each session (total of six—boosted to reach 5,000 people in the Tucson Area)
- Reminders posted on Facebook multiple times (at least seven: Jan. 24, Jan. 26, Feb. 18, Feb. 20, March 2, March 3, March 24)

TuDistrito Facebook (Spanish)

- February 20
- February 25
- March 16
- March 24

District Newsletter (goes to more than 40,000 email addresses—employees and families)

- February 20
- February 27
- March 6
- March 13
- March 27

Internet (in English and Spanish)

- Presence on the front page of the website -Feedback form
- Forum dates and time information
- Livestream of Cholla Code of Conduct forum

Intranet

- Prominently featured on front page of Intranet

Parentlink

- Calls/emails were sent by the following schools:

Feb. 16:

- Valencia

Feb. 17:

- | | | | |
|------------|----------------|------------------|---------------|
| • Bloom | • Ford | • Marshall | • Sabino |
| • Borman | • Fructhendler | • McCorkle | • Sahuaro |
| • Borton | • Gale | • Meredith | • Secrist |
| • Carrillo | • Gridley | • Miles | • Sewell |
| • Catalina | • Grijalva | • Miller | • Soleng Tom |
| • Cavett | • Henry | • Mission View | • Steele |
| • Collier | • Holladay | • Ochoa | • Tolson |
| • Cragin | • Howell | • Oyama | • Tully |
| • Davis | • Hudlow | • Pistor | • Utterback |
| • Dietz | • Hughes | • Pueblo Gardens | • Vail |
| • Dodge | • Johnson | • Rincon | • Van Buskirk |
| • Doolen | • Kellond | • Robins | • Vesey |
| • Drachman | • Lineweaver | • Robison | • Wheeler |
| • Dunham | • Magee | • Rose | • White |
| • Erickson | • Manzo | • Roskruge | • Whitmore |

TUCSON UNIFIED SCHOOL DISTRICT

Tucson Unified is where
Students love to Learn
Teachers love to Teach
and People love to Work
We are Team TUSD



February 18:

- Cholla
- Hollinger
- Lawrence

February 19:

- Borton
- Manzo
- Soleng Tom

February 20:

- Blenman
- Lynn/Urquides
- Maldonado
- Morgan Maxwell
- Roberts Naylor
- Safford

February 24:

- Catalina

February 25:

- Cholla

February 28:

- Lynn/Urquides

March 1:

- Cholla

March 2:

- Lawrence

March 7:

- TAP

March 9:

District-wide

- Bonillas

March 10:

- Catalina
- Pueblo

March 13:

- Maldonado

March 14:

- Warren

March 15:

- Mission View

March 16:

- Cholla

March: 17:

- Wheeler

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March 20:

- Borman
- Kellond

March 26:

- Booth Fickett

March 27:

- Tucson High
- University

March 29: will do district wide again



Code of Conduct ParentLink Message Template

English:

Hello Tucson Unified parents! This is [PRINCIPAL NAME] from [SCHOOL] inviting you to attend a forum to learn more about the district's proposed new Code of Conduct. The meeting nearest you will be held [DATE, TIME, LOCATION]. The purpose of the session is to ensure you are informed about the proposed new guidelines and have an opportunity to ask questions and share your thoughts. You can review a draft of the document and provide online feedback at www.tusd1.org. Thank you.

Spanish:

¡Hola padres de familia de Distrito Escolar Unificado de Tucson! Soy el director (nombre) de (escuela) invitándole a que participe en un foro que tendremos en relación al nuevo código de conducta. La reunión mas cercana a usted será (fecha, hora, lugar). El propósito de esta sesión es para asegurarnos que usted esta informado sobre las propuestas de las nuevas reglas y darle la oportunidad de hacer preguntas y compartas sus preocupaciones. Puede revisar el documento en la página de internet y darnos sus opiniones www.tusd1.org. Muchas gracias.

Code of Conduct Public Forum
Sahuaro High School Auditorium
February 20, 2017

Public Forum began at 6:05pm

Sign in sheet was made available in the auditorium foyer.

Dr. Morado introduced himself by welcoming everyone who was in attendance. A Spanish translator was made available for anyone needing translation. Statement was given in Spanish but there was no one in need of their services.

The forum continued with Dr. Morado giving a summary of the current district GSSR. It can be a difficult task to align these disciplinary measures with our new PBIS so the district hired a consultant, Jim Freeman to help with this process. Around April 2016, Mr. Freeman submitted his data from working with a multitude of focus groups.

Draft Code of Conduct: By working with special masters and plaintiffs, Department of Justice was vetted thru these groups from April through summer and then the better part of Fall. We worked thru the any issues they had. Governing Board was presented the Code of Conduct with the feedback from the working group and the focus groups but Governing Board is asking that we hold public forums and tonight is one of six.

The outline to this forum will be us going over the Code of Conduct and then if you have any questions we will do our best to answer them at the end. *Feedback cards were passed out; the comments will be given to the GB by way of Superintendent and then that body will decide if the draft of the Code of Conduct will be altered or stay with what has been proposed to them.*

Draft Code of Conduct this four will consist of:

- Review of the contents of the draft code of conduct
- Major concepts of the code of conduct
- Question and Answer session

However, if any of the participants have specific issues, directors from high school and elementary leaderships are available to assist you after the forum.

Michael Konrad, Director of Middle School, went through some of the major parts of the code of conduct. This will help everyone to have a clear understanding of how it is laid out which is in four parts. Mr. Konrad listed the four parts.

Part 1: Introduction – Student expectations; what is in place to help ensure the safety of the students; strategies pulled together to promote success for all students.

Part 2: the most detailed and the longest part; Disciplinary processes, table of discipline; persistent misconduct and our safe school protocols; law enforcement and lastly how administrators and students use the code of conduct.

Part 3: this part speaks to the students' accountability and what there expectations are at the school site.

Part 4: this is the Appendix or Glossary section that best describes offenses and their definitions, Governing Board policies are listed in this area and parent and/or student due process.

The Disciplinary process: standard of expectation for students; when we look at behaviors that involve us looking at the Code of Conduct, on the bus to school, at school and on the bus going home. General criteria for discipline responses (focused on the root cause of those misbehaviors that may be evident and to ensure the discipline is reasonable and keeps the students in the classroom.

What do consequences look like? This part is broken up in three levels by the level of services and the level in which school staff that are involved in each level. This may range from the teachers in the classroom to second level of school staff (anyone not a teacher) to the third level and most serious which is reserved to the administrators. Admin is not restricted to level 1 or 2 but anyone in lower level cannot discipline in the higher levels.

The GSSR had a strict matrix with 5 levels; this Code of Conduct draft is more flexible to allow us to look into why the infraction occurred, what is the necessary discipline to the infraction or root cause, not solely “tying” an infraction to a standard discipline. More flexibility for a student and administrator is a good thing.

Persistent Misconduct: How do we address student behaviors when the consequences do not stop the conduct? Multi-Tier’d system of approach, so that not just one teacher or one admin is handling the discipline but a team that will look at the root cause and utilize a behavior plan. There is still ISS-In School Support services that may be provided which comes with more support for the student.

Safe School Protocols: Out of school suspensions; limit school suspension when possible and only use them at a last resort. Continuous threat; forward looking, legitimate physical harm, should that individual stay on campus? That is when a student can be suspended off campus to suspend off campus to keep other students safe on campus. Suspensions should be limited to 1-3 days; if a longer suspension is needed the site admin contacts their director. Develop an academic plan to bring student back and for the student to be successful.

Code of Conduct Table One: Mr. Konrad went through the three levels of the table. Persistent Misconduct flow chart and Safe school misconduct will be the one with the suspension piece.

Mr. Munger, Director of High Schools, went over the next part of the presentation.

How and when you contact Law Enforcement: When needed to protect the physical safety of students or staff; when needed to address criminal conduct by someone from outside the school community; when needing to collect illegal drugs; we call as required by Arizona law.

When is the Code of Conduct used? It is a guiding tool when one interacts with student to address student behaviors; keep consist with best practices and what’s best for the student. Our goal is to keep consistency within the school and with other schools across the district. We want our principals to communicate due process, make sure students, staff and parents are aware of the levels of discipline. This should begin at the start of school year to ensure all parties understand the process. This will enable us to hold fidelity to the process.

Code of Conduct serves as the notification to parents to what the student is held responsible for and to what standards. Understand the expectations, understand the protocols and procedures and ensure appropriate actions are taken. This way parents can hold the teacher, staff member, admin and their student accountable.

Accountability: This is where we have checks and balances and look at the data for any trends. We ask ourselves “Do we see a pattern?” Data Monitoring occurs for each site and across the district. This can occur within each site or at the district level and especially by the MTSS coordinator.

Complaint process; a manner in which the site can address parent complaints. We will develop a School Discipline or a School Climate Committee. We want to be aware of where we have areas of concern or disproportionality of a specific group. The complaint process that is in place now is; there is a form online that goes to Charlotte Brown and she funnels this form to the appropriate Leadership director who then addresses the complaint with the school.

School Discipline and School Climate Committee: Mr. Munger spoke on what that committee would be apprised of and how that would look.

Appendix 1: This section lists the violations and a description of what the discipline would look like. GB policies that correlate with each description JICK-R that speaks to Bullying ARS statues would be applicable in those areas of offenses.

Appendix 2: Glossary of Terms: Parents and students can reference this area for definitions.

Appendix 3: GB regulations and policies: gives examples; GB policy on hazing-afterschool activities; sports related not just in the classroom, etc.

Appendix 4: Student and Parents rights: Due process rights-this outlines or notifies parents of their rights along with the rights of students.

Lastly, the Code of Conduct Acknowledgement form. We take the parents rights seriously and give every opportunity to provide the best outcome. This form should be returned signed and returned to the site within one or two days.

Dr. Morado ended his presentation with announcing the following:

- More district events: IMPACT TUCSON
- School Safety Tip Line – Bullying prevention hotline,

Questions from the audience:

How will you and existing staff be trained? Once Governing Board votes and approves the Code of Conduct we then will begin training our 131 principals hopefully during the summer Professional Development; then they will work directly with their faculty or they may decide Leadership will come in and train their staff.

How will the school train students on the current guidelines of responsibility? Principals can hold grade level assemblies, visit each classroom and talk to the students through the document so they understand the expectations of the Code of Conduct.

Assuming the Code of Conduct is adopted by the GB how will this rollout? Again, we will use the summer to train administrators and as the teachers return from their summer break usually they will come back on contract three days before students arrive, and it will be described to the teachers then.

How is the Code of Conduct in relation with state laws? Is there a cost comparison? Is there a cost of hiring a consultant? Printing documents has a cost, correct? TUSD is keeping with state laws and yes there would be cost in professional development, cost of the consultant that was hired to help compile information and formulate the Code of Conduct, cost in publication of these forums but we do not have a cost comparison to other districts but please keep in mind this is a very large district.

Without a firm clear action plan or matrix, this document can lead to inconsistency in disciplining students; can leave too much to subjectivity and therefore no consistency from one school to the other.

For example, how would this document have affected the discipline over the past two years? If we had the document to work with the last two years specifically at Secrist, we would've used Level C for example. What is the current Code of Conduct for a Superintendent and for Principals? For that there is Governing Board policies. How to keep from having inconsistencies if the more difficult challenge Dr. Morado added. Teachers are different and they teach differently and have different classroom management techniques. For instance, teacher A and teacher B discipline differently within the classroom-you will always have different teachers with different relationships with their students from class to class, with respect to one being stricter or less strict than their colleague next door to them. We can also have a few classrooms that need better class management, that's a given in a district this size. We will always have a certain amount of flexibility, but where we want the lesser amount of inconsistencies is in the area of discipline. How does one address the plaintiffs if there is a dialog that indicates students are not disciplined consistent and fair? There was extensive dialog between TUSD and the special masters and with the plaintiffs on this subject and that is why we have the same glossary and the same discipline expectations as the current discipline regulations. We have over 2,500 teachers and it is difficult to monitor but we want to be consistent in the approach of how we discipline students.

Law Enforcement should speak to a student with an attorney present. Public participant did not agree that a parent should be called after Law Enforcement conducts their interview stated on page 12, paragraph 4.

What happens if family does not sign consent form is not signed and returned? It still is in effect.

Do not like the last three pages with different fonts, make an attempt to keep the fonts the same, more professional.

Page 3 using "shall" instead of should; reads like you are asking permission. The author is writing to several different audiences; administration, parents, students and for the community. Keeping that in mind it was something that led to the complexity of the process, to be able to be direct. Point taken and we will do our best to clean up the document and the fonts.

Does the Code of Conduct prevent a school to come up with their own tardy or dress code policy through Site Council? You can't have rules that cause exclusionary discipline but basic rules that make the school run better and do what works best for their students, but you cannot suspend a student based on additional rules. They have to be district wide policies.

Questioned who the academic director is when required to connect with them for discipline? Leadership director of that school; and keep in mind this is not to get 'permission' but to keep everyone kind of 'in line' to ensure that all markers have been met, and in line with what is in the Code of Conduct.

The Governing Board may accept the Code of Conduct the way it stands, but if they make changes it must be vetted again thru special master or the GB has the option of refusing the Code of Conduct and keep the current GSSR?

Next public forum: Thursday March 2nd at 6:00pm at Cholla Magnet HS Auditorium

Meeting adjourned at 7:30pm

Code of Conduct Public Forum
Cholla High School Auditorium
March 2, 2017

Public Forum began at 6:08pm

Sign in sheet was made available in the auditorium foyer.

Dr. Morado introduced himself by welcoming everyone who was in attendance. Small group tonight, small but mighty! A Spanish translator was made available for anyone needing translation. Statement was given in Spanish but there was no one in need of their services.

The forum continued with Dr. Morado giving a summary of the current district GSSR was revised in 2008 and updated once more in 2013. In November 2015 the Superintendent advised the Governing Board that the current GSSR needed to draft a new Code and this was based on several reasons. The Governing Board accepted the Superintendent's recommendation to hire a consultant. It can be a difficult task to align these disciplinary measures with our new PBIS so the district hired a consultant, Jim Freeman to help with this process. Around April 2016, Mr. Freeman submitted his draft of Code of Conduct from the data he collected working with a multitude of focus groups, students, parents, teachers, administrators and specific constituents. In January of 2017, we went in front of the Governing Board and explained the process of Jim Freeman's work, explained the multitude of meetings with focus groups and the board decided they want to the document to be offered to the public by way of public forums.

Draft Code of Conduct: By working with special masters and plaintiffs, Department of Justice was vetted thru these groups from April through summer and then the better part of Fall. We worked thru the any issues they had. Governing Board was presented the Code of Conduct with the feedback from the working group and the focus groups but Governing Board is asking that we hold public forums and tonight is one of six.

The outline to this forum will be us going over the Code of Conduct and then if you have any questions we will do our best to answer them at the end. *Feedback cards were passed out; the comments will be given to the GB by way of Superintendent and then that body will decide if the draft of the Code of Conduct will be altered or stay with what has been proposed to them.*

Draft Code of Conduct this four will consist of:

- Review of the contents of the draft code of conduct
- Major concepts of the code of conduct
- Question and Answer session

However, if any of the participants have specific issues, directors from high school and elementary leaderships are available to assist you after the forum. We are not here to sway you, we are here to take your information and questions and gather feedback. If you have any personal issues and would like to address those issues, we have directors that can meet with individually after the forum.

Michael Konrad, Director of Middle School, went through some of the major parts of the code of conduct. This will help everyone to have a clear understanding of how it is laid out which is in four parts. Mr. Konrad listed the four parts.

Part 1: Introduction – Student expectations; what is in place to help ensure the safety of the students; strategies pulled together to promote success for all students.

Part 2: Main portions of the document - the most detailed and the longest part; Disciplinary processes, table of discipline; persistent misconduct and our safe school protocols; law enforcement and lastly how administrators and students use the code of conduct.

Part 3: Accountability - this part speaks to the students' accountability and what their expectations are at the school site and the way the staff utilizes the Code of Conduct.

Part 4: this is the Appendix or Glossary section that best describes offenses and their definitions, Governing Board policies are listed in this area and parent and/or student due process.

Introduction: Six expectations of district staff,

What are our primary expectations? The Six B's for students

Protecting students and ensuring their safety and our desire to promote success for all students from K-12 to ensure the matriculate through our schools.

Main Portions of the Document:

The Disciplinary process: standard of expectation for students; when we look at behaviors that involve us looking at the Code of Conduct, on the bus to school, at school and on the bus going home. General criteria for discipline responses (focused on the root cause of those misbehaviors that may be evident and to ensure the discipline is reasonable and keeps the students in the classroom.

The Discipline table: The Discipline Table includes three levels of response from classroom to support staff to administration. No strict matrix equating specific consequences to a specific infraction and this gives more flexibility to student successful and goal is to prevent continued or persistent misconduct. We handle these persistent misconduct violations through the Multi Tiered system of support. We will take a team approach looking at the root cause and can also develop a behavior plan and utilize it and continue to reflect on the plan and make adjustments to discontinue the bad behavior. This can also lead to more intensive in school support services to assist the staff and student to work with root cause and find solutions.

Persistent Misconduct: How do we address student behaviors when the consequences do not stop the conduct? Multi-Tier'd system of approach, so that not just one teacher or one admin is handling the discipline but a team that will look at the root cause and utilize a behavior plan. There is still In school support services that may be provided which comes with more support for the student.

Safe School Protocols: Out of school suspensions; limit school suspension when possible and only use them at a last resort. Continuous threat; forward looking, legitimate physical harm should that individual stay on campus? This does not mean that when a child continuous refuses to bring a pencil to class, that is not continuous threat on campus. That is when a student can be suspended off campus to suspend off campus to keep other students safe on campus. Suspensions should be limited to 1-3 days; if a longer suspension is needed the site admin contacts their director. Develop an academic plan to bring student back and for the student to be successful. Suspensions of 11-180 days is still possible in extreme cases. Explains the hearing process of a long term suspension.

What is our standard of expectations for students? Students sometimes have this concept that rules only apply when in a class or on a campus that any other time, rules do not apply to them. This document shows that rules apply to their behavior at school function, sports venue or on their way to school and on their way home. When behavior may trigger discipline consequences we want to focus on root cause, address student needs and minimize the classroom removal and not have student missing classroom instruction.

It was at this time that the Code of Conduct draft was reviewed. Part 1 and 2 was explained to the group.

Code of Conduct Table One: Mr. Konrad went through the three levels of the table. Persistent Misconduct flow chart and Safe school misconduct will be the one with the suspension piece. This is where the discipline consequences are. Level A – Classroom responses to make sure teachers are armed with the strategies and tactics used to work with students to be successful. Level B – is the next tier of support that might be utilized as support. This is for more site staff that are available to come in and assist the teacher. This can include support before and afterschool and during lunch. Level C – These are consequences and interventions that only administration can issue. Mr. Konrad gave examples on what that would look like. Not specifically tied to individual infractions. This guiding philosophy of looking a root cause may be that the specific student would need the level of flexibility that this document provides.

Summary of Persistent Misconduct Table and Summary of Safe School Protocol and Michael Konrad introduced the next speaker.

Mr. Munger, Director of High Schools, went over the next part of the presentation.

How and when you contact Law Enforcement: When needed to protect the physical safety of students or staff; when needed to address criminal conduct by someone from outside the school community. Primary goal to keep staff and students safe; when needing to collect illegal drugs; we call as required by Arizona law.

How administrators use the Code of Conduct? It is a guiding tool when one interacts with student to address student behaviors; keep consist with best practices and what's best for the student. Our goal is to keep consistency within the school and with other schools across the district. We want our principals to communicate due process, make sure students understand their expectations whether it is on campus, at school functions, sporting events, on their way to school or home, staff and parents are aware of the levels of discipline. This should begin at the start of school year to ensure all parties understand the process. This will enable us to hold fidelity to the process across the district.

Code of Conduct serves as the notification to parents to what the student is held responsible for and to what standards. Understand the expectations, understand the protocols and procedures and ensure appropriate actions are taken. This way parents can hold the teacher, staff member, admin and their student accountable.

Accountability: This is where district looks closely at. How does the actions correlate with the discipline? we have checks and balances and look at the data for any trends. Look at reports twice a week and once a month. We ask ourselves “Do we see a pattern?” Data Monitoring occurs for each site and across the district. This can occur within each site or at the district level and especially by the MTSS coordinator.

Complaint process; a manner in which the site can address parent complaints. We will develop a School Discipline or a School Climate Committee. We want to be aware of where we have areas of concern or disproportionality of specific groups. The complaint process that is in place now is; there is a form online that goes to Charlotte Brown and she funnels this form to the appropriate Leadership director who then addresses the complaint with the school.

School Discipline and School Climate Committee: Mr. Munger spoke on what that committee would be apprised of and how that would look. Quarterly discipline review and comparison from last year's data and trends.

Appendix 1: This section lists the violations and a description of what the discipline would look like. GB policies that correlate with each description JICK-R that speaks to Bullying ARS state statues would be applicable in those areas of offenses. Key characteristics that defines for instance fighting as opposed to an assault, etc.

Appendix 2: Glossary of Terms: Parents and students can reference this area for definitions. This part is necessary when a parent or student reviews and makes as user friendly as possible for understanding purposes. Explain what specific words may look like i.e. plans and who is responsible in its application.

Appendix 3: GB regulations and policies: gives examples; GB policy on hazing-afterschool activities; sports related not just in the classroom, etc. Shows what an abeyance policy or contract looks like. Goes on to defined equal opportunity in education, student attendance policy, and other critical board policies.

Appendix 4: Student and Parents rights: Due process rights-this outlines or notifies parents of their rights along with the rights of students. This applies to 504 and IEP, annual review of privacy rights.

Lastly, the Code of Conduct Acknowledgement form. We take the parents rights seriously and give every opportunity to provide the best outcome. This form should be returned signed and returned to the site within one or two days.

Dr. Morado ended his presentation with announcing the following:

- More district events: IMPACT TUCSON April 8th at Palo Verde HS
- Our next Public Forum is Saturday March 11th at Catalina HS at 9am
- Bullying and School Safety Tip Line – Bullying prevention hotline,

Questions from the audience:

1. Why do you continue to support a student who continuously disrupts the classroom? *As a result of the Code of Conduct the consultant worked with a variety of constituents and we do not want to leave you with the impression that a student can be disruptive and there are no consequences.*
2. My student tells me that in some classes students talk and disrupt daily and the teacher spends up to 10 minutes daily to address this. It happens to be daily and adds up to weekly instructional time that the student is not receiving and why aren't you addressing this in the Code of Conduct? *This is persistent misconduct and students should be held accountable.*
3. Are you saying that if John beats up Tim that he will not be suspended because he won't do it again? *What we mean is we are looking at the severity of the altercation, what was the nature, how difficult was it to break up? This splits in a couple of lines. Minor aggressive act or Major? Mutual assault, what disruption did it cause? There are considered 'exclusionary' discipline and those students that act with physical aggression and beat each other up will justify the exclusionary discipline.*
4. Why do you limit the use of cell phones when this is how we know when there are serious issues and lockdowns? *We do ask that adults do not take cell phones from students. Sometimes the students get their message to parents quicker than we can get the parent link out is the nature of the statement.*
5. Where did the focus group come from? *We got parents from cross sections of the city, parents of students that never get in trouble and parents that their child is in trouble a lot that help to make up the focus group.*
6. Why is the dress code sexist? Why it is assumed that a boy is looking at a female body? *Statement is well taken and we can take that into consideration.*
7. Why isn't equity work accountability done at the sites? *Compilation of data goes through Student Equity dept. Why is the principal trusted? That person is looking for anomalies. Was the student's rights violated. They also address the issues that one site may not be disciplining given consistent with other sites, across the district. DOJ and plaintiffs have pointed this issue out the most and why*

the Equity office is the accountability piece. We look for trends and patterns, influx of discipline at a particular school and why this happening is, PBIS should be more affected. Monthly Site Data reports help principal themselves see trends or see where particular areas on their campus is where more infractions occur.

8. Why isn't TPD called when an adult is assaulted? *We do, and are given the option to press charges. Sometimes the teacher just won't.*
9. Where is the focus on restorative circles or PBIS? *We struggle to get someone to come in and work with our administrators train on restorative circles but we continue to look for someone and have recently found someone so training will start in April and again in the summer. PBIS is good and Fred Jones on classroom management.*
10. Why is it called a Code of Conduct? *Nothing here talking about student conduct it is 28 pages of consequences.*
11. What research is available to parents when there is a suspension? *We need to make sure students have access to their school work and upon return, have the material given to them for make up.*
12. What are the major difference of the Code of Conduct the
13. Poor parent connection, they get tired and do not want to hear what the child has done and refuse to help discipline the child. It is a significant challenge, he won't have the advantage to make the school safer with less issues
14. Where is the ARS 15-841 that gives the right of a teacher the ability to remove a student from the classroom? *When that mechanism is in place, the committee determines whether or not the student is to return to the same classroom or into a different classroom or alternative setting.*
15. Will each school be assigned MTSS personnel since this will require a staff member to work on these plans and their duties will be neglected? *We will most likely have to hire more staff like behavioral interventionist.*
16. We do not want to suspend in elementary that were the behavior begins, why? *Consultant sees that very detrimental to the student success due to the young age.*
17. Who decides when Law Enforcement should be called or not? Last sentence in paragraph one on page 12. Administrator judgement call?
18. ADD A FOOTNOTE ON WHAT PERSISTENT MISCONDUCT WOULD BE.
19. How many infractions before it is
20. Where do we suspend for violence? Page 4 level c the word is not there but this is where it would occur.
21. No help for the victim or the bully just the offender.

Forum adjourned at 7:50pm

Code of Conduct Public Forum
Pueblo Magnet High School Auditorium
March 16, 2017

Public Forum began at 6:00pm

Sign in sheet was made available in the auditorium foyer.

Dr. Morado introduced himself by welcoming everyone who was in attendance. Small group tonight, small but mighty! *A Spanish translator was made available for anyone needing translation. Statement was given in Spanish but there was no one in need of their services.*

The forum was a small group and was decided that we would go over the Code of Conduct and have a question and answer dialogue.

Page 3 based on research, where did the research come from? Extremely unhappy the way school deals with discipline and sees this document as too lenient where it says school may leave it up to the school administrator to decide what discipline. What is lacking is the victim. Not going to get suspended until there is serious harm. If the goal is to remove disparity this is not going to work and it will be disproportionate within the schools within the district.

Mr. Monger advised the group that when the document says the school administrator it means the principal. At a time where the principal was not in position then his/her designee would be the school administrator. The table on page 4 provides a matrix for Levels A, B and C and who and how the level of responses are initiated.

Do we have a breakdown of what constitutes level a, level b, or level c. Mr. Konrad said no that is the difference between this document and the GSSR. If the goal is to remove disparity this is not the tool. Just based on my experience this issue is a huge concern. I'm assuming this is a goal of this document to ensure discipline is not disproportionate. Dr. Morado explained that the thought process behind this document was to give a principal a little bit of latitude

Dr. Morado is to ask Jim Freeman where he got the research.

The reason we are in the desegregation order because we do not have consistent discipline throughout the district and this document gives too much leeway for the administrators. Hearing feedback from parents that this document is too long and is 28 pages and hard to read. Does not give a matrix for discipline and doesn't feel it is strict enough. Three code of conducts for elementary, middle and high school, after you get the feedback how will you update this document to accommodate all the feedback.

Asked how the minutes are being taken at the public forum and does the transcription go to the Governing Board. The attendance has been very pathetic at these minutes and it was poorly advertised. We should have parents who this affects come to these meetings and not sure why there are not more of us in attendance.

Worth your while we did not say go out and gather feedback; we asked for a second draft. We did not say that we wanted the feedback, we are not experts and you've given us 28 pages and you have made no efforts to give us a second draft. If we have to redraft it then it goes back to the special master and the plaintiffs. Dr. Morado said he was under the impression the feedback is what the Governing Board wanted and it was then that the GB could say we if they wanted to keep it or toss it out. Dr. Morado explained the Special Master and Plaintiffs that it takes time to submit, respond, and submit back.

Since the board meets on March 28th and the last public meeting is March 30th then that wasn't going to work. We the board have already voted this draft down so are you saying we are not going to get a second draft. Dr. Morado explained that he was under the impression that the GB wanted the feedback unfettered.

I am under the impression that the special master had not approved this draft when someone went up to the mic at the GB so it was not accurate information "had not other further issues with the draft". Dr. Morado said that we will be giving the feedback directly to GB.

How the committee was formed. November 2015 the board agreed to hire the consultant. Was very excited to work with Jim Freeman. Different focus groups that made up of different forums made up of good students, students who have been through the system, a group of parents of PTA or booster clubs and then a group of parents that have had experience in the disciplining system. 15 or 16 different forums in a space of a few weeks. Ok now I want to work with a working group and this would be made up of certain types of adults and students out of all the forums and collected a single group of 20 made up of staff, parents and students with 3-4 meetings. He held these meetings without district officials so they can speak freely.

Page 5 when it says school officials shall attempt to collaborate, victim rights is not listed anywhere. This code keeps law enforcement out of the schools and a parent can call the police and press charges when they want to, no due process for the parents of the victims and cannot believe there is restorative circles with students without parents present. This code needs to focus on the other student and not just the offender. It's not until physical harm being done where the police are called. If we are trying to improve the code of conduct this needs to change because there is no consideration for the student who has been victimized they should have a safe learning environment and should consider both parties when it comes to violence. Level a, b or c does not fix the disparity problem. Dr. Morado asked the group to look at page 15 which is an important section and came directly from the GSSR. The definitions of infraction guides the discipline. She said look on page 15 under minor act, if someone is hitting someone it is a serious infraction. The police officer does not have to come on campus when someone has beat the crap out of someone and limit the time law enforcement can come on campus. It is so subjective and is not right. Dr. Morado spoke on the act of minor aggression had a lot of dialogue, a lot of back and forth but the day to day dealings at the site may have minor aggression. For instance two 6th graders get into a shoving match but they are fine, no harm and this gives the admin the leniency but it is important and dealt with. Then there is a huge major fight which starts on social media and has back and forth and then a fight ensues and we are rolling around in the ground behind the gym over jealousy over a girlfriend. Then there's the abusive violation where a female is assaulted then, then there is aggressive assault where a student continues to beat a student until unconsciousness. So the principal has the option of not calling police over the pushing and shoving but will be called on for more serious assaults. The female indicated that what is the point of having a Code of Conduct if you have total digression over when and when you don't call the police because it leaves it up to students getting away with bad behavior. Continuous threat to the safety of the campus is when we deal with it on school grounds or suspend. There was a lot of feedback between the special master and plaintiffs.

Another suggestion is there be a Code of Conduct for elementary, another for middle schools and another one for high schools. This way it will be clearer, add a one page matrix stop using words like persistent but have a level of discipline.

The issue with someone from the district collaborating with the principals on the discipline. Says that they do not know the students and is inappropriate because they do not have the details of the situation and has not built a rapport with the children. Dr. Morado indicated the principal would have training a strong code of conduct and have the right to discipline. The other side said wait a minute this is how we have disparity. One principal is more lenient and some more tough, they are to consult with the director for exclusionary discipline.

The plaintiffs want equal treatment with all kids; parents don't want their children treated any different from other kids, and TUSD do not want any kids treated any differently. This document cannot be subjective, keep it simple. We have to prepare our students and we need clear cut discipline and everyone abides and treated the same. This is too difficult and unnecessary when we are all smart enough to know what is right and wrong. Dr. Morado asked if you would be surprised that 40 years ago there were families that sought relief of the court because it was severely discriminated against and marginalized.

This document does not solve the problem.

Student Equity has to be in place for every student? Yes, the lawsuit mandates it and Dr. Morado says he wants the district to be more equitable that is a goal he wants to be a part of.

This document is too convoluted and this document is not clear, the DESEG order says the discipline has to be consistent across the district. School person shall attempt? What does persistent mean? This is a district document and district policy. Allow each school to do their thing but be specific enough that all kids are treated equally. Just make the document black and white?

Meeting adjourned at 7:55pm.

Code of Conduct Public Forum
Palo Verde High School Auditorium
March 30, 2017

Public Forum began at 6:05pm

Sign in sheet was made available in the auditorium foyer.

Dr. Morado introduced himself by welcoming everyone who was in attendance. Small group tonight, small but mighty! *A Spanish translator was made available for anyone needing translation. Statement was given in Spanish but there was no one in need of their services.*

The forum continued with Dr. Morado giving a summary of the current district GSSR was revised in 2008 and updated once more in 2013. In November of 2015 the Superintendent advised the Governing Board that the current GSSR needed to be updated to support the district's way of disciplining students and this led to drafting a new Code and this was based on several reasons. The Governing Board accepted the Superintendent's recommendation to hire a consultant. It can be a difficult task to align these disciplinary measures with our new PBIS so the district hired a consultant from the Denver area, Jim Freeman to help with this process. Around April 2016, Mr. Freeman submitted his draft of Code of Conduct from the data he collected working with a multitude of focus groups, students, parents, teachers, administrators and specific constituents. In the end Mr. Freeman worked with about 15-16 different focus groups. After pulling out about 20 people from the previously interviewed groups a working group was formed and it was here the Mr. Freeman went to work on developing the Code of Conduct. In January of 2017, we went in front of the Governing Board and explained the process of Jim Freeman's work, explained the multitude of meetings with focus groups and the board decided they want to the document to be offered to the public by way of public forums.

Draft Code of Conduct: By working with special masters and plaintiffs, Department of Justice was vetted thru these groups from April through summer and then the better part of Fall. We worked thru the any issues they had. Governing Board was presented the Code of Conduct with the feedback from the working group and the focus groups but Governing Board is asking that we hold public forums and tonight is one of six.

The outline to this forum will be us going over the Code of Conduct and then if you have any questions we will do our best to answer them at the end. *Feedback cards were passed out; the comments will be given to the GB by way of Superintendent and then that body will decide if the draft of the Code of Conduct will be altered or stay with what has been proposed to them.*

We had an opportunity to sneak another opportunity to gather information in addition to the four forums which was the SSAC meeting held yesterday that Mr. McCollum and Mr. Munger attended. Dr. Morado made sure the group attending that it is not his position to have an opinion of whether he approves the Code of Conduct or not he is here to facilitate the process in gathering feedback from the public, or community.

Draft Code of Conduct this four will consist of:

- Review of the contents of the draft code of conduct
- Major concepts of the code of conduct
- Question and Answer session

Michael Konrad, Director of High School, showed the group where they can find an online version of the Code of Conduct on the TUSD website. There is a section that encourages a feedback section. Showed the group how it looks and explained the boxes to fill out which is located on www.tusd1.org website. Mr. Munger then began to go over some of the major parts of the code of conduct. This will help everyone to have a clear understanding of how it is laid out which is in four parts. Mr. Munger listed the four parts.

Part 1: Introduction – Student expectations; what is in place to help ensure the safety of the students; strategies pulled together to promote success for all students.

Introduction: Six expectations of district staff,

What are our primary expectations? Just like we as that are parents take responsibility for supporting students in following the Six B's Be Present, Be on time, Be prepared, Be kind, Believe in yourself and Do you Best.

Part 2: Main portions of the document - the most detailed and the longest part; Disciplinary processes, table of discipline; persistent misconduct and our safe school protocols; law enforcement and lastly how administrators and students use the code of conduct.

Part 3: Accountability - this part speaks to the students' accountability and what there expectations are at the school site and the way the staff utilizes the Code of Conduct.

Part 4: this is the Appendix or Glossary section that best describes offenses and their definitions, Governing Board policies are listed in this area and parent and/or student due process. We need to ensure that we all are using the same language and that we all are informed of common vocabulary, definitions, and adhere to the district's policies.

The Disciplinary process: standard of expectation for students; when we look at behaviors that involve us looking at the Code of Conduct, on the bus to school, at school and on the bus going home. General criteria for discipline responses (focuses on or addresses the root cause of those misbehaviors that may be evident and to ensure the discipline is reasonable and keeps the students in the classroom. Door to Door Discipline applies as well as sports, fine arts or school events. Protecting students and ensuring their safety and our desire to promote success for all students from K-12 to ensure the matriculate through our schools.

The Discipline table: The Discipline Table includes three levels of response from classroom to support staff to administration. No strict matrix equating specific consequences to a specific infraction and this gives more flexibility to student successful and goal is to prevent continued or persistent misconduct. We handle these persistent misconduct violations through the Multi Tiered system of support. We will take a team approach looking at the root cause and can also develop a behavior plan and utilize it and continue to reflect on the plan and make adjustments to discontinue the bad behavior. This can also lead to more intensive in school support services to assist the staff and student to work with root cause and find solutions. **The table is broken up into three parts level a, level b and level c. This doesn't mean that when someone outside of the classroom may not be using the disciplinary responses within a, b, and c. (use the definitions in level b or c) use Rincon notes.**

Persistent Misconduct: How do we address student behaviors when the consequences do not stop the conduct? Multi-Tier'd system of approach, so that not just one teacher or one admin is handling the discipline but a team that will look at the root cause and utilize a behavior plan but the behavior is not changing. **There is a process in TUSD that anyone working with a student begin the Multi Tier'd system to have a plan in place to curb the behavior. Sometimes student can move up the level of what the students do to increase discipline. Use the persistent misconduct slide for a, b, and c,**

Safe School Protocols: Out of school suspensions; **suspension limited to those times when a continuing threat is present. Continuing threat; forward looking, legitimate physical harm. Suspension limited in length from 1-3 days, longer than 3 day require safety plan for return as well as academic director review. Suspension of 11-180 days possible in extreme cases.**

Matt Munger showed the group where you can find the code of conduct on the TUSD website in the event they would rather go online then fill out the cards.

How and when you contact Law Enforcement: When needed to protect the physical safety of students or staff; when needed to address criminal conduct by someone from outside the school community. Primary goal to keep staff and students safe; when needing to collect illegal drugs; we call as required by Arizona law. A table is provided for when TUSD school personnel are required to report the following incidents. **The presence of TPD or Sherriff's department is not indicative of transgressions at the site but could be for the support of safety for an occurrence that is happening in surrounding neighborhoods.**

How administrators use the Code of Conduct? **To ensure we are transparent and use the code of conduct consistently at all sites.** It is a guiding tool when one interacts with student to address student behaviors; keep consist with best practices and what's best for the student. Our goal is to keep consistency within the school and with other schools across the district. We want our principals to communicate due process, make sure students understand their expectations whether it is on campus, at school functions, sporting events, on their way to school or home, staff and parents are aware of the levels of discipline. This should begin at the start of school year to ensure all parties understand the process. This will enable us to hold fidelity to the process across the district.

Accountability: This is where district looks closely at. How does the actions correlate with the discipline? we have checks and balances and look at the data for any trends. Look at reports twice a week and once a month. We ask ourselves "Do we see a pattern?" Data Monitoring occurs for each site and across the district. This can occur within each site or at the district level and especially by the MTSS coordinator. Accountability, data monitoring, complaint process, school discipline and school climate committee. Monthly discipline reports. Quarterly process we evaluate all site data for trends or patterns. We do this to gather our district intervention to address these trends. Quarterly discipline review and comparison from last year's data and trends.

Complaint process; The complaint process that is in place now is; there is a form online that goes to Charlotte Brown and she funnels this form to the appropriate Leadership director who then addresses the complaint with the school. **If for example, Ms. Portillo does not believe her child has been disciplined correctly there is a process in which she can voice her concern.**

School Discipline and School Climate Committee: Mr. Munger spoke on what that committee would be apprised of and how that would look.

Appendix 1: This section lists the violations and a description of what the discipline would look like. GB policies that correlate with each description JICK-R that speaks to Bullying ARS state statues would be applicable in those areas of offenses. Key characteristics that defines for instance fighting as opposed to an assault, etc.

Appendix 2: Glossary of Terms: Parents and students can reference this area for definitions. This part is necessary when a parent or student reviews and makes as user friendly as possible for understanding purposes. Explain what specific words may look like i.e. plans and who is responsible in its application. Will alleviate the semantics of whether or not we are using the correct definitions.

Appendix 3: GB regulations and policies: gives examples; GB policy on hazing-afterschool activities; sports related not just in the classroom, etc. Shows what an abeyance policy or contract looks like. Goes on to defined equal opportunity in education, student attendance policy, and other critical board policies. See it stop it report it, online bullying report that goes directly to School Safety and then given to the directors to work with principals to ensure student safety.

Appendix 4: Student and Parents rights: Due process rights-this outlines or notifies parents of their rights along with the rights of students. This applies to 504 and IEP, annual review of privacy rights.

Lastly, the Code of Conduct Acknowledgement form. We take the parents rights seriously and give every opportunity to provide the best outcome. This form should be returned signed and returned to the site within one or two days.

Dr. Morado ended his presentation with announcing the following:

- More district events: IMPACT TUCSON April 8th at Palo Verde HS
- Bullying and School Safety Tip Line – Bullying prevention hotline,

Questions from the audience:

1. Will the district provide a template of form for intervention plans? Yes at trainings
2. Would it be possible to have something on the portal so that teachers can go there to have forms district wide. Good questions we will look into that
3. What type of misbehaviors do you deem necessary to remove a student? Where the learning stops for that student or those of the class. The frequent fliers are hard to address. What if issues are happening at home is causing the disruption and when should they be returned to the class.
4. Why does the principal have to get permission from their academic leader to get permission to suspend? Dr. Morado says to call them is to ensure that we stay consistent and used as a sound board but not to get permission to suspension. What we have done is if the principal is suspended a student outside the scope of a reason to suspend it would be halted or if extensive days are imposed then the director will say that they need to stick to the regular dates of suspension for those violations.
5. Why are the rights of the bully and the aggressor stronger than the rights of the victim? That has been a criticism we have taken with these forums.
6. Why are we not partnering with community faculties in the mental health system? Guilty as charged. We need to do a better job at this
7. Why don't we have more 'safe' rooms at the elementary levels its not reasonable for the one principal to be the only person to handle this? Exclusionary discipline comes into play where a student should be moved into another classroom so that the student can continue learning but in another environment was frowned upon exclusionary discipline as far as the DOJ and plaintiffs were concerned.
8. What if the MTSS is lacking in supporting teachers with the discipline in the class? Teacher should be contacting the principal if this is happening and in turn the principal should share with the MTSS group. If you feel you can't seek union or your leadership offices. You should feel comfortable in being able to report
9. Page 2 second sentence in the introduction.....punish should start low and finish high.
10. Why was the strict matrix taken out of the code of conduct? Jim Freeman felt it was too strict and that there should be more flexibility within the level a, level b and level c. Principals also felt of this when we went over it with them before the forum. Too nebulous

11. Is there a way to provide funding to Saturday school teachers or detention to support the teachers?
We have ISI programs for high school and some middle school.
12. When is the district going to roll out more PBIS training, restorative practice, or with MTSS and more training to help with class management? Fred Jones works with class management. Admin are being trained on PBIS first then we will move to teachers. Restorative Practice needs to be adopted at the site so that when the teacher sends a student
13. Has the district considered training the parents as a mandate to learn with this is about? Good comment and where we need to do a better job at insuring that parents also understand the expectations not just the students.
14. The last page is a form is that going to be addressed if a parent doesn't sign it? A signature is that they received the booklet.
15. Request the name be printed on the form and not just a signature. How do your read some of the names
16. As MTSS we sit in a team at our school is their money for more school psychologist or social workers? They are difficult to find but we would like to hire more.

Meeting adjourned at 7:30pm