Welcome to TUSD’s

Informational Presentation about our School’s Culture, Student Expectations, and Discipline
Discussion Topics

1. Positive Behavioral Intervention and Supports

2. Restorative Practices

3. Guidelines for Student’s Rights and Responsibilities
P.B.I.S.
Positive Behavioral Intervention and Supports
It’s All About…

- School-Wide
- Common Language
- Proactive
- Acknowledge
- Communicate
- Encourage
Establish Common Expectations

Consistently Encourage and Communicate

Ongoing Reinforcement and Recognition

How?

Preventative Approach

Why?

Creates a positive, safe school climate to maximize success
### Example of PBIS – Matrix of Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>All Settings</th>
<th>Hallways</th>
<th>Playground</th>
<th>Cafeteria</th>
<th>Library/Computer Lab</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect Ourselves</td>
<td>🟡</td>
<td></td>
<td></td>
<td>🟡</td>
<td>🟡</td>
<td></td>
<td>🟡</td>
</tr>
<tr>
<td>Respect Others</td>
<td>🟡</td>
<td>🟡</td>
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<td>🟡</td>
<td>🟡</td>
<td>🟡</td>
<td>🟡</td>
</tr>
<tr>
<td>Respect Property</td>
<td>🟡</td>
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<td>🟡</td>
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</tr>
</tbody>
</table>
Restorative Practices is building, enhancing and restoring relationships across school communities through positive changes in behavior.
Restorative Practices

Victim reparation
- Victim services
- Crime compensation
- Victim restitution
- Victim-offender mediation

Restorative justice
- Victim support circles
- Peace circles
- Family group conferencing
- Community conferencing
- Victimless conferences
- Positive discipline
- Therapeutic communities
- Related community service
- Reparative boards
- Youth aid panels
- Victim sensitivity training

Communities of care reconciliation
- Offender family services
- Family-centered social work

Offender responsibility
- Fully restorative
- Mostly restorative
- Partly restorative
The Purpose of The Guidelines for Student Rights and Responsibilities

- Explains the rights and responsibilities of students
- Describes behavior which violates the rights and responsibilities
- Aims for consistency throughout the District
- Assures the rights of students when disciplinary action is taken
When Do These Guidelines Apply

When students are going to and from school (“portal to portal”)

During the school day

All activities associated with the school in any way

They May Also Apply

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

If the action disrupts the educational process.

The violation is directly connected to prior violations at school.
**LEVEL 1**
- Parent Notification and Conference Request
- Student Conference
- Restorative Circle
- Restorative Conference
- Confiscation of Contraband
- Student Verbal Apology
- Student Written Apology
- Warning
- Referred to Outside Agency
- Detention (before or after school)
- Peer Mediation
- Privileges Suspended
- Restitution
- Saturday School
- Teen Court
- Functional Behavioral Assessment
- Behavior Learning Packets
- Time Out
- Reflective Essay
- Meeting With School Counselor
- Community Service (not work detail)
- Reassignment To Different Class
- Behavior Contract
- Behavior Intervention Group
- Threat Assessment
- Behavior Intervention Plan
- Lunch Detention
- Monitoring of Selected Problem Behaviors
- Other Action (consistent with other Level 1 interventions and approved by the RPPSC).

**LEVEL 2**
- Any Action from the prior level(s) **may** also be imposed.
  - Restorative Conference and/or Restorative Circle
  - Social Skills Groups and/or Mentoring
  - In School Suspension (1-3 days) only after Restorative Practices have been implemented but deemed ineffective

**LEVEL 3**
- Any Action from the prior level(s) **may** also be imposed.
  - Short-Term In School Action and/or Abeyance
  - Restorative Conference and/or Restorative Circle
  - In School Suspension – Short-Term (1-10 Days)
  - Out Of School Suspension and/or Abeyance – Short-Term (1-10 Days)
  - *OUT-OF-SCHOOL SUSPENSIONS ARE SUBJECT TO LIMITATIONS DESCRIBED ON PG 17
  - Department of School Safety may be contacted in Appropriate Circumstances

**LEVEL 4**
- Any Action from the prior level(s) **may** also be imposed.
  - Out of School Suspension and/or Abeyance – Long-Term (11-30 Days)
  - *OUT-OF-SCHOOL SUSPENSIONS ARE SUBJECT TO LIMITATIONS DESCRIBED ON PG 17
  - Restorative Conference and/or Restorative Circle (upon re-entry to school)
  - Removal By Hearing Officer For Likely Injury To Self Or Others
  - Removal By Student’s IEP Team To An Interim Alternative Education Setting

**LEVEL 5**
- Any Action from the prior level(s) **may** also be imposed.
  - Out of School Suspension and/or Abeyance – Long-Term (11-180 Days)
  - *OUT-OF-SCHOOL SUSPENSIONS ARE SUBJECT TO LIMITATIONS DESCRIBED ON PG 17
  - Restorative Conference and/or Restorative Circle (upon re-entry to school)
  - Expulsion
<table>
<thead>
<tr>
<th>LEVEL 5</th>
<th>LEVEL 4</th>
<th>LEVEL 3</th>
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<tr>
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<td>○ Reassignment To Different Class</td>
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<td>○ Behavior Intervention Group</td>
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<tr>
<td>○ In School Suspension – Long-Term (11-30 Days)</td>
<td>○ Jurisdiction Letter</td>
<td>○ Threat Assessment</td>
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<td>○ Restorative Conference and/or Restorative Circle</td>
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<td>○ Reflective Essay</td>
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*OUT-OF-SCHOOL SUSPENSIONS ARE SUBJECT TO LIMITATIONS DESCRIBED ON PG 17
<table>
<thead>
<tr>
<th>Violation</th>
<th>Action Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recklessness</td>
<td>1</td>
</tr>
<tr>
<td>Unintentional, careless behavior that may pose a safety or health risk for yourself or for others.</td>
<td></td>
</tr>
</tbody>
</table>

**Minor Aggressive Act**

Student engages in non-serious but inappropriate physical contact.

**Examples:** hitting, poking, pulling, tripping, or pushing.

**Other Aggression**

Includes other acts of aggression not specifically listed within the Aggression section including, but not limited to, serious and inappropriate physical contact.

**Examples:** pulling a chair out from underneath another person, or other behaviors that demonstrate low-level hostile behaviors.

**Disorderly Conduct**

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

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

Two students are walking in the hall after leaving a class…

One student trips the other student causing the student to fall.
How We Respond

What could the consequences be for the student?

Guidelines for Rights and Responsibilities

How can the student repair the harm they have done?

Restorative Practices

Should this have happened?

Positive Behavioral Intervention and Supports
Our Mission
Questions?

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SY 2014-15 USP VI D2