Welcome to TUSD’s

Informational Presentation about our School’s Culture, Student Expectations, and Discipline
1. Positive Behavioral Intervention and Supports
2. Restorative Practices
3. Guidelines for Student’s Rights and Responsibilities
4. Due Process and Appeals
5. Resolving Concerns
It’s All About...

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

Consistently Encourage and Communicate

Ongoing Reinforcement and Recognition

How?

Why?

Preventative Approach

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>
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<tr>
<td>Respect Others</td>
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<tr>
<td>Respect Property</td>
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</tbody>
</table>
Restorative Practices is building, enhancing and restoring relationships across school communities through positive changes in behavior.
Changing your own attitude

Holding People Responsible for Behaviors

Restorative Means

Believing in Individuals

Improving Relationships
SOCIAL DISCIPLINE WINDOW

- TO punitive authoritarian
- WITH restorative authoritative
- NOT neglectful irresponsible
- FOR permissive paternalistic

High support (encouragement, nurture) → Low control (limit-setting, discipline) → High
The Purpose of The Guidelines for Student Rights and Responsibilities

- Explains the rights and responsibilities of students
- Describes behavior which violates the rights and responsibilities
- Aims for consistency throughout the District
- Assures the rights of students when disciplinary action is taken
They May Also Apply

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

If the action disrupts the educational process.

The violation is directly connected to prior violations at school.
# Rights and Responsibilities

## LEVEL 1

- 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 and documented 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>Parent Notification</th>
<th>Detention (before or after school)</th>
<th>Reassignment To Different Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Conference</td>
<td>Peer Mediation</td>
<td>Behavior Contract</td>
<td></td>
</tr>
<tr>
<td>Restorative Circle</td>
<td>Privileges Suspended</td>
<td>Behavior Intervention Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Restorative Conference</td>
<td>Threat Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Restorative Circle</td>
<td>Behavior Intervention Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Restorative Conference and/or Restorative Circle</td>
<td>Teen Court</td>
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<td></td>
<td>In School Suspension – Short-Term (1-10 Days)</td>
<td>Functional Behavioral Assessment</td>
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</tr>
<tr>
<td></td>
<td>Out Of School Suspension and/or Abeyance – Short-Term (1-10 Days)</td>
<td>Time Out</td>
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<tr>
<td></td>
<td>Department of School Safety may be contacted in Appropriate Circumstances</td>
<td>Restorative Conference and/or Restorative Circle (upon re-entry to school)</td>
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<tr>
<td></td>
<td>Referred to Outside Agency</td>
<td>Removal By Hearing Officer For Likely Injury To Self Or Others</td>
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<td>Removal By Student's IEP Team To An Interim Alternative Education Setting</td>
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<td>LEVEL 4</td>
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<td>LEVEL 3</td>
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<td>LEVEL 2</td>
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</tbody>
</table>

*OUT-OF-SCHOOL SUSPENSIONS ARE SUBJECT TO LIMITATIONS DESCRIBED ON PG 17

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<table>
<thead>
<tr>
<th>Violation</th>
<th>Action Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recklessness</td>
<td>1</td>
</tr>
<tr>
<td><em>Unintentional, careless behavior that may pose a safety or health risk for yourself or for others.</em></td>
<td></td>
</tr>
<tr>
<td>Minor Aggressive Act</td>
<td>2</td>
</tr>
</tbody>
</table>
| Student engages in non-serious but inappropriate physical contact.  
**Examples**: hitting, poking, pulling, tripping, or pushing. |
| Other Aggression          | 3            |
| 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        | 3            |
| A person commits disorderly conduct if, with intent to disturb the peace or quiet of a neighborhood, family or person, or with knowledge of doing so, such person:  
a. Engages in violent or seriously disruptive behavior.  
b. Uses abusive or offensive language or gestures to any person present in a manner likely to provoke immediate physical retaliation by such person.  
c. Makes any protracted commotion, utterance or display with the intent to prevent the transaction of the business of a lawful meeting, gathering or procession.  
d. Refuses to obey a lawful order to disperse issued to maintain public safety. (see A.R.S. §13-2904)  
e. Recording/distributing fights on any social media outlet. |
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
Due Process is a right of a student and parent when a student may be suspended or expelled. The school has an obligation to follow this process to protect a student’s rights.
Written or verbal notice of charges need to be given to the student. A meeting with a school administrator must be held where a student can share their side of the story and the school official will explain the evidence of the misconduct to the student.

At all times, a parent must be notified of the violation. If the findings warrant short or long term suspension, the administrator must inform the parents in writing of the violations and the conditions of the suspension. Parents are notified in the suspension letter of the Governing Board Policy and Appeal Process. A parent conference should be scheduled if possible to discuss the situation.

If suspension is long term, the formal Long-Term Suspension Hearing must be held within ten (10) school days. During suspension, the student is allowed access to class assignments. Homework must be made available for pick up at the school office. Additional assignments will be provided only after the student has completed and returned previous assignments.

A parent student conference must be held within ten (10) school days. The student must be notified of the suspension and an administrator must conduct a reentry conference to review the expectations for student conduct and provide supports to assist in the success of the student.

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

**Short-Term**

Request a review of the school official's decision by the school official's immediate supervisor. Such request shall be made within three (3) school days following the imposition of the suspension. The Administrator will review all the material and make a final determination.

**Long-Term**

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

*The Governing Board's decision is final.*

**Further Appeal**

If the suspension has been upheld or modified after the initial appeal, the student may further appeal by filing a written notice of appeal to the Governing Board within five (5) days after receiving the decision of Elementary, K-8 or Secondary Leadership.
Step 1
Discuss your concern with the school personnel (teacher, counselor or staff member).

Step 2
Discuss your concern with the school site administrator (principal, assistant principal).

Step 3
Discuss your concern with the appropriate school liaison at district level at one of these offices:
- Elementary/K-8 Leadership, 225-6304
- Secondary Leadership, 225-6422
- Student Equity and Intervention, 225-6294

Step 4
Submit a written complaint to the next level supervisor.
Steps for Students Concerns

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

- Talking and Listening
- P.B.I.S.
- Restorative Practices
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Questions?