APPENDIX VI – 25

TUCSON UNIFIED SCHOOL DISTRICT

Student Relations and Discipline Department

Dean of Students

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Introduction:

Tucson Unified School District

Tucson Unified School District (TUSD) is the oldest district in Arizona established in November 1867 before Arizona was a state in the union. TUSD is one of 18 public school districts located in Pima County providing public education services to over 49,000 students from Pre-Kindergarten through grade 12, with a projected enrollment of 49,000 of diverse backgrounds. Tucson Unified School District currently has 89 schools which spread over 230 square miles of the metropolitan Tucson area.

 The mission of the Tucson Unified School District, in partnership with parents and the greater community, is to assure each pre-K through 12th grade student receives an engaging, rigorous and comprehensive education. This commitment ensures staff, parents, students along with all stakeholders work toward welcoming, inclusive and nondiscrimination learning environment.

Delivering Excellence in Education Every Day Grow • Reach • Succeed

Chapter

2

Responsibilities:

Tucson Unified School District/Dean of Students

A dean of students is responsible for the administrative, behavioral, and academic progress of students at the level of the elementary school, middle school, or high school. The Dean of Students involves managing student activities, enforcing disciplinary measures when necessary, maintaining a learning culture and working with teachers to ensure that all student behavior proceed efficiently. The Dean of Students implements and enforces school regulations and policies, coordinates programs with other school departments, meets with students who have exhibited poor conduct, and resolves problems accordingly.

The Dean of Students ensures that the school environment is a safe and positive place to learn cooperating and working together. This atmosphere is prevalent when everyone knows the expectations and takes an active role in following and enforcing them. The district's professional and support staff understand their role as appropriated models for their students. Students are expected to be responsible for their own actions and ultimately for their school experience. When students, parents, teachers, and administrators all work together, a strong sense of school culture is developed, and everyone can grow and experience success. Self-discipline is the ultimate goal.

With these thoughts in mind, the Student Code of Conduct has been developed with input from students, parents, staff, and board members has been considered in the construction of this behavioral statement. This will be reviewed on a yearly basis and revised and updated as necessary.

Disciplinary Issues and Consequences While each infraction of the Student Code of Conduct will be reviewed on an individual basis, it is important that both students and their parents/legal guardians know the consequences for behaviors that are not appropriate. All disciplinary consequences, are intended to be reflective and restorative in nature. The approach to inquiring with an individual in a matter is to support him/her in presenting his/her personal account of actions and behaviors and intent therein.

The Dean of Students works with a high level of independence and professional discretion under the general supervision of the principal. The work is governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions regulated and defined by the Code of Conduct. The Dean of Students implements and is responsible for the behavior sanctions of Level 1 and Level 2. The Principal coordinates and implements Level 3, Level 4 and Level 5.

CODE OF CUDUCT

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1. Level 1 Behavior

Classroom Interventions and Responses. These interventions aim to interrupt unsuccessful behaviors and teach skills so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies to best support restorative practices.

Before referring a matter to site administration, classroom teachers are expected to employ at least three classroom-level interventions every semester – with proper documentation – for a Level 1 offense.

- Parent/Guardian Notification and Conference Request
- Student Conference
- Restorative conference and/or Restorative Circle (See Restorative Practices)
- Verbal/Written Apology
- Reflective Essay
- Detention (before/after school; lunch)
- Saturday School
- Time Out (not to exceed 30 minutes)
- Reassignment To Different Class
- Suspended Privileges
- Community Service (not work detail)
- Restitution
- Teen Court
- Referred to Outside Agency
- Meeting With Counselor
- Peer Mediation
- Functional Behavioral Assessment
- Behavior Contract
- Behavior Intervention Group
- Behavior Learning Packets
- Behavior Intervention Plan
- Other Action (consistent w/other Level 1 interventions)
- Warning

2. Level 2 Behavior

Classroom Interventions and Responses. These interventions may be appropriate when supports have been put in place in the classroom to address behavior through the PBIS Flow chart, but the behavior has become persistent and has continued to negatively influence the learning of the student and others. Positive directives that state Reminders and redirection

Any Action from the prior level(s) may also be imposed.

- Restorative Conference and/or Restorative Circle. (See Restorative Practices)
- Social Skills Groups and/or Mentoring may be facilitated by a counselor, social worker, or other qualified staff.

3. Level 3 Behavior

Any Action from the prior level(s) **may** also be imposed.

- Restorative Conference and/or Restorative Circle. (see Restorative Practices)
- In School Suspension/Intervention or Out-of-School Suspension and/or Abeyance (Short Term 1-10 Days), but only where student misbehavior is ongoing and escalating, and only after the site has first attempted and documented the types of intervention(s) used in PBIS or Restorative Practices).

4. Level 4 Behavior

Any Action from the prior level(s) **may** also be imposed.

- Restorative Conference and/or Restorative Circle (upon re-entry to school) (See Restorative Practices)
- **Out-of-School Suspension and/or Abeyance – Long-term (11-30 Days) (except for violations listed below)**

  Fighting
  First offense– Three-day suspension with two days waived if student participates in mediation.
  Second offense– Eleven-day suspension with eight days held in abeyance if student participates in mediation.

  Possession or Use of Drugs or Alcohol
  First offense– Three-day suspension with two days waived if student agrees to attend substance abuse workshop and, upon return to school, an intake interview and to be searched for drugs or alcohol.
  Second offense– Eleven-day suspension with eight days held in abeyance if student agrees to attend drug or alcohol use workshop and, upon return to school, an intake interview, and to be searched for drugs or alcohol.

5. Level 4 Behavior
- Any Action from the prior level(s) **may** also be imposed.
- **Out-of-School Suspension and/or Abeyance – Long-term (11-180 Days).**
- **Restorative Conference and/or Restorative Circle (upon re-entry to school).** (See Restorative Practices)
- Expulsion

*If a student is removed from the learning environment, teacher/staff are expected to:

- Deescalate student behavior if aggressive: giving student time to deescalate, talking in a calm manner, short answer questions…etc.
- Student/Parent Conference
- Restorative conference
- Collect progress monitoring and collecting data of interventions tried while still adequately addressing the seriousness of the behavior
- Mediated conflict resolution
- Notification to the counselor
- Referral
- Restitution plan
- Administrative and/or support
- Develop Functional Behavioral

STUDENT MONITORING

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Dean of Students assists students in various areas, from attendance to social development. The Dean will help students get acclimated to the school culture, assist with curricular understanding, and overlook the student's progress during the day. A Dean of Students essentially acts as a liaison between a student and the school.

A Dean of Students must complete various tasks in order to successfully ensure students acclimate into the classroom in order to be successful.

1. **Create and Oversee Student Needs**

It is up to a Dean of Students to implement resources to assist students in all aspects of their academic day. This could include focusing on home environment, social interaction, subject tutoring, extracurricular activities and safety.

2. **Act as a Student Advocate/Check-In Check-Out (CICO)**

The Dean of Students is essentially the voice of the student when it comes to managing academic and personal issues. They act a liaison between student's teachers and school administrators. The Dean of Students anticipates concerns by being proactive and checking on students throughout the day, especially during curricular times that student has demonstrated

3. **Group, Individual, and Classroom Recognition**

One role of a Dean of Students is to assist in the creation and implementation of a school reward system that aligns with the school culture and the PBIS policies and guidelines. These systems most often directly affect student needs. Some reward systems; Students completing daily, weekly goals; 15 minutes assisting in the library or buddy teacher classroom; 15 minutes Group Sessions with Dean or Counselor; Basketball game with Dean or Counselor…etc. (make sure one address students being successful in the classroom as well)

DATA IMPLEMENTION

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As a Dean of Students it is vital to collect data in order to measure information on variables which enables to answer relevant questions and evaluate outcomes. Data collection is the systematic approach to gathering and measuring information from a variety of sources to get a complete and accurate picture of areas of interest. In order to attain concrete and accurate data teachers, staff members, along with Deans must impute student behavior with classroom interventions. This process enables the Dean of Students to utilize information to conduct accurate investigational deductions on behavior plans, parent conferences, and just consequences.

On investigations the method of data collection used depends primarily on the type of the investigation and the nature of the infraction being investigated. It is vital to addressed all parties affiliated with the infraction in a direct or indirect manner.

Following data collection, a conclusive format of the analysis should be examined by the discipline team informing administrator and parents.

1. **Referral Process**

Classroom management and student discipline play a significant role in the daily duties of the Dean of Students. Those teachers who have a good handle on these practices find that they can spend more time teaching and less time managing their students. Every discipline infraction serves as a distraction of some sort for all involved. Effective teachers can resolve an issue quickly and appropriately with minimal disruption of the learning process. The teacher designated phases and interventions that are out lined in the PBIS Flow chart for each school site. After these phases are exhausted the next item is the referral to the Dean or Administrator.

An effective discipline referral process system should be a comprehensive dealing with misbehavior that is clearly defined for students, parents, teachers, and administrators. The process system should include documentation, a referral process defining the infraction, parties, and location of the incident.

2. **Input**

As a Dean of it is vital that data is kept to distinguish and monitor school climate, hot spots, teacher assistance, and student supervision. Be it Clarity, Synergy or Data Dashboard it is evident that data dictates the ability to be proactive and not reactive to potential behavioral issues. As a Dean of Students to conduct a school conducive Discipline Team agenda data provides concrete items to specific sites.