Essential Question #3: *With the approval of the new Code of Conduct please discuss and rate the quality of the training you received on the Code of Conduct, specifically the extent to which you feel well informed about structure, format, and student/ teacher expectations noted in the Code of Conduct.*

Please rate the quality of the <u>on-site training</u> you received regarding the Code of Conduct. (Circle One)

1	2	3	4	5
Example: No training was provided at my site.	Example: Minimal training was provided. Many staff members still have questions.	Example: Ample training was provided to all staff but there are still many questions.	Example: The majority of the staff were trained and are knowledgeable about the Code of Conduct.	Example: All staff members received training and are comfortable with the expectations and implementation.
(4)	**(24)**	**(11)**	**(10)**	**(7)**

Evidence/Reason for Rating:

- Training was provided but I think this should be revisited now the classrooms are established.
- New form printed out and passed out but may be time to do a case study on consequences and best bets. Share how to best deal with children and parents.
- We should have the code file on our computers to retrieve and track student's behaviors.
- Quick PD given, would like a PLC or full PD on new changed information.
- Why are we not reviewing this like the GSRR?
- Celebrate success!
- I honestly can't say that I remember any training taking place. May have been given to us in a quick info. session but not an actual presentation on the Code of Conduct.
- The students are self-regulating and focused on their academics.
- Teachers are well trained in code of conduct and our parents are aware of the process which keeps everyone on the same page.
- At least not that I'm aware of. Unfortunately, so many things are thrown at us the day before schools begins, and what we really want is to be in our classrooms getting ready for the students. Possibly, it would be better to offer the training through the intranet so that we could do it when we're better focused, and to ensure we all get the same message.
- (1- rating) With that said we were not sure we were going to exist in July. Furthermore, because Agave is predominantly an online school, The Code of Conduct and the referral process is not something folks really need tor want training on. I will say that the JTED training I attended recently was excellent and applicable to them through JTED is exciting.
- Training was provided but there wasn't much "what if" guidance.
- Veteran teachers should be updated and allowed to go about their business while open dialogue should be encouraged for those who want more information, face to face, no adjourn and send me an email, that won't be addressed.
- Presented to students and that is how we first saw it. I do not recall any other training.
- Provided Code of Conduct manual (shared referral flow chart).
- Lots of questions regarding consequences, 50/50 at site.
- Still seen as "subjective" by some at site.
- There was a training that offered very little (if any) technical insight.
- We may have received some or minimal training, most of my information comes from the presentation to the students in my homeroom.
- I can't recall having this training. It may have been a PowerPoint but I don't really recall it.

- Principal went through Code of Conduct with students at the beginning of the school year. Teachers not super familiar or given time to review and discuss the code of conduct with one another. It would be helpful to have clear communication at the beginning of the year about what the referral systems looks like and how to access specific resources at each school site.
- Improvements
- Time: Highlight (Cliffs notes version)
- Training should focus on Tier I- Intervention classrooms, Transition to Tier II- Intervention Admin, Intervention together.
- PBIS team communicates and Admin on Wednesday's PDs.
- All teachers and most TAs were trained but no the custodian and specialist teachers (music & PE)
- Because we have very few incentives, this isn't a training we felt needed to be over multiple weeks.
- Our "Clarity" training was to each PLC but we could use more!
- Our school had a PD with staff and parents were told about our new code of conduct during our open house.
- Dean of Students, MTSSF and admin, explained the system to all staff. (A refresher would be beneficial.)
- We know what qualifies as the difficult levels of infractions and when to refer.
- We were given different scenarios to find what violation level the student infraction was listed. Also, how LI and LII are handled by logging into Clarity.
- All staff was asked to review and comment on the document with any questions about it sent to our admin.
- I am not sure if TA/Monitors were trained if all were then it would be a 5.
- We received training, however, there are new staff that need more training. Some staff are unsure of what levels infractions belong in.
- We received excellent training on the process but need more time to digest infractions and levels.
- Some staff doesn't remember the training but wasn't sure if they just were zoning out or something.
- Still questions regarding consistency, better communication and the wisdom of leveling elementary kids down. It seems to be leading to escalating behaviors.
- The PowerPoint given to admins was presented to staff and students. The Discipline committee clearly communicates the expectations at PD as well as CTT.
- IT was introduced and talked about. But the training wasn't very specific. We were told to read it. This also happened at the beginning of the school year, when there is a ton of other things going on.
- PowerPoint with examples provided at the beginning of the year.
- Jigsaw where the teachers were responsible for different parts.
- Behavior plan steps on the back of the chart.
- Teachers' feedback when they were asked about the Code of Conduct.
- Only received bird's eye view of SGRR. No further training.
- PD, Teacher feedback, Documentation in Synergy & Clarity, CTT visits, Restorative practices- small groups and whole class.
- Minimal training but VP took time out of her day to explain everything to staff.
- Having a PD specifically for this process is Critical. It sets tone for entire school function.
- Reviewed "new" C of C but no training.
- Reviewed the new "standard" and discussed the changes.
- Briefly mentioned, but no time to explain, question and understand. Staff feels that it is on teacher's shoulders.
- Professional Development occurred at the beginning of the year. In addition, our students were informed of the Code of Conduct during an assembly.
- Rushed training- overwhelming amount of information was provided.
- One time event- not efficient.
- Teachers were encouraged to do independent reading/training.
- There has been a training, but there not ample time for questions to be asked or answered. (Needed to get through the training.)

- It was touched on during in-service day before school, but was not adequately explained. New teachers are very unsure of how to handle behavior issues in the classroom.
- The code of conduct was only mentioned but not officially a training.
- Administration provided a copy of a paper for the code of conduct for parents to sign. They were told that if the handbook was needed they can request one in the office.
- Very rushed, one time event. Learned far more today than at my site.
- We received a rushed training during a beginning of the year PD. Little-to-no opportunity to ask questions. I chose Ample because we were offered the info, but there are many holes in understanding.
- Staff was trained at PD. We were also emailed the slide show and were expected to look over the notes just to review.
- We are provided with forms we need to complete, where behaviors are listed for teacher/admin managed but I still feel that an explicit PD with specifics than just viewing the Code of Conduct online should be done. Sometimes you might not think of questions. The positive thing is that admin is available when specifics situations arise.
- There was a bit of information provided at the beginning of the school year, it wasn't really detailed.
- Principal included info in PD on a Wed, provided a PowerPoint and then emailed the ppt. to staff. There is a lot of new info so the staff probably needs more time to look over the document.
- Staff was given the new code of conduct and we got part of a PD.
- PD at the beginning of the year.
- My principal has trained us with the information and training that she's received. She has also continued to provide mini trainings since August to keep us up to date. This is done and reminders are done in a positive manner and staff feels encouraged to implement steps of code of conduct, along with PBIS.
- Too fast- not enough time to soak it all in. Not all were trained.
- Training was provided, but it mainly focused on PBIS. There are many questions related to the Code of Conduct. The changes to the Code of Conduct, and exact timeline/process of referrals.
- We had a PD on PBIS-but none on Code of Conduct that detailed all of the info. I am learning about tonight.
- I have received little training on the Code of Conduct. We have been told to read it ourselves to become familiar with it. Dr. Ryskamp has given us a few overviews about specific parts of the Code of Conduct during PD. Thus, I would say we haven't spent a great amount of time or quality about the Code specifically.
- We were encouraged to look at the Code of Conduct online and the referral process was discussed in PD.
- We had very limited training (less than 1 PD). We were told to read the Code of Conduct. I have read it, and feel that the structure is better than previous version of the GSRR.
- No comment.
- Our training was basically, "There's a new code of conduct, read it." We haven't really been informed on it much beyond that.
- PD at the beginning of year meeting, then refresher when updated GSRR came out and share with site council.

Please rate how well-informed you/your site staff site feel about:									
Structure/Format of Code of Conduct					**Student and Teacher Expectations**				
1 Not informed	**2**	**3**	**4**	**5** Well-informed	**1** Not informed	**2**	**3**	**4**	**5** Well-informed
(3)	**(14)**	**(10)**	**(20)**	**(6)**	**(3)**	**(11)**	**(16)**	**(12)**	**(10)**

Evidence/Reason for Rating:
- Color Code the levels e.g. green 1, yellow 2, red 3, orange 4 (3x)
- Smaller format
- Speaking only for myself, I don't feel knowledgeable about structure/format.
- Staff follows our schools PBIS and Restorative Practices and when "code of conduct" system is needed it is in place.
- Seems like the guidelines is a lot of information to come to terms with. Not sure I would consider it user friendly.
- As handbooks go, it is well-organized and easy to find information regarding various discipline issues pg. 12 on technology is well done.
- Using TUSDEDGE has been extremely useful for our middle school folks in this regard.
- For our high school folks we tend to let them have access to their phones because we realize they will have to learn appropriate use in a job environment.
- It's functional but needs an index.
- Needs prominent place on all school websites.
- Easy to read, well-organized.
- Explicit in directives.
- We've had to use a number of PLCs to revisit Action Levels, synergy notes, etc.
- I think, that is a mixed bag of feelings. Those who need to utilize it may be better versed than those who don't use the rights and responsibilities.
- I don't know that the C of C is user friendly.
- We have our own system in place for referrals and student behaviors that works great, but I'm uncertain of this follows the format of the code of conduct, as teachers really have not had organized time to evaluate it.
- I honestly don't know how to answer this question: Currently we are frustrated because we just got comfortable using synergy to document student behavior & seeing each others notes and now with only 1 hour intro to clarity via MTSS we had to "turn on a dime" to

Evidence/Reason for Rating:
- Code not enforced consistently.
- Knowing what is expected of us
- I don't personally know what student/teacher expectations are.
- Are issues resolved, yes but unsure if they are following code of conduct.
- Our site is clear on academics being our most important focus. That can only be met by supportive caring relationships and clear expectations. The PBIS plan is powerful as well as our community activities.
- I will do what I have time to do, and if the expectation is to do great, I will do the best I can. I'm not going to lose sleep over it.
- Aware of the rights, rules, punishments but "expectations"?
- PBIS is very difficult to implement without a budget.
- As well-intended as this meeting was, there are still issues that teachers like addressed that don't fit in any of these boxes.
- Would like behaviors unacceptable and focused on teachers/admin to be listed like spitting, swearing, and passive aggressive actions, disrespectful.
- Do not factor in needs for difference in student-unique cases needing different approaches.
- Teacher expectations: Our staff continues to have high regards for our students. However, our hopes are tempered with the reality.
- Student expectations: I can't fathom the daily defeat our students must feel to have to experience such peer to peer hostility and blatant disregard.
- We are experiencing existent circumstances with difficult amounts of restricting with staff. Please be advised that every member is investing their best in TUSD.
- Administration or counselors circulated during advisory to each homeroom and gave a presentation on "Students rights and responsibilities".
- I'm not aware they've been told.
- We have a strong positive school culture and students and staff know what is expected of them.

- a new, unfamiliar system that is VERY time consuming.
- Received training
- We know the point person at our site to whom we can ask for further help.
- Know how to access "Code of Conduct".
- We were told during a PD
- Also have it in our school handbook as well.
- Pretty easy to look at and know what level a behavior is at.
- Easy to read and understand.
- Follow through is more consistent because it is laid out more visible.
- It would be nice to have single page chart for what infractions are in what levels. Easy reference for stuff.
- As a non-classroom teacher I don't deal with the same issues AND I definitely get much less communication regarding students and MTSS info.
- I did not hear much from my staff regarding this question. I think it is important and will continue to solicit more feedback.
- We have few incidences so many staff members may not be able to reunite or cite text, but we know how if needed.
- We reviewed it and the different tiers MTSS/Principal will chat about it with teachers if there are issues.
- Teachers' feedback.
- Many teachers still refer student to the office for Level 1 & 2 behaviors.
- New flow chart
- Navigation helpful but training would be more helpful.
- Good flow poorly rolled out, not systematic.
- We got the new flow chart. Not very good for "in the moment" circumstances.
- Not horrible, but also the conduct and support form other adults.
- Just not given enough info to truly understand.
- We have strong support structures in place that support our teachers.
- Not well-informed.
- Teachers feel that they are not adequately informed.
- Training is still ongoing with Clarity.
- Process is not consistently followed at my school.
- Little or no training for staff.

- Synergy ☺
- Clarity ☹ Ahhh!
- Continuing to work on communication between teachers and students.
- At our site, we clearly state our expectations in the beginning of the year as well as all year. We are a PBIS school.
- Some questions about what violates dress code (level 1) but that's site specific.
- Students and staff understand referrals and the principals follow through.
- Again, non-classroom teacher.
- Each classroom displays the PBIS matrix and is referred to often by teachers to any student. Students understand the systems in place and the consequences.
- PowerPoint overview/jigsaw different PDs for CICO, Synergy, Clarity, etc.
- Teachers have said they feel frustrated that students can curse at them, other students, threaten students with a pocket knife, and yell really loudly so they are disrupting other students' learning and safety in K-5 without "serious" consequences.
- Asked to know more about removing extremely disruptive students for de-escalation.
- Our school has expectations posted around campus.
- Not students though. Students/families do not know the expectations and no one signs that thing.
- You must hold parents accountable for their kids' behavior at school. Parents of good kids enroll their children elsewhere.
- Many teachers feel they do not have the time to input into clarity and it is not being done.
- Not given enough info to truly understand.
- We have a strong PBIS system and our students are aware of classroom and school expectation.
- We also have a very low number of disciplinary referrals.
- In need of effective training.
- We have the expectation of reporting the MTSS process, but this does not give relief of behaviors that are aggressive.
- There is no clear process in place at my site. My principal is supportive when asked for help, but it is unclear how we are supposed to follow the district policy. I don't even know where I am supposed to document interventions.
- Student expectations are clear.
- PBIS walks, expectations are posted.
- School wide expectations PD, PBIS, PLCs.

- Although training was rushed, we are given the ability to read it online.
- After today's training I feel more comfortable with my knowledge of C of C.
- I have reviewed the code of conduct as a teacher, however I also reviewed and read over the format and structure for my own children who attend TUSD schools.
- Forms to complete:
  1. Teacher handled behaviors, 2. Admin handled behaviors.
- I read the Code of Conduct on my own.
- We are provided with some info, but no details.
- We know there is a form to fill out, but not sure how effective.
- Some teachers weren't at PD or out on medical leave. Unsure how they were trained/communicated about code of conduct.
- Easy to read.
- Felt a little clearer last year.
- Given in a friendly format, yet effective.
- It's not structured that it will be overboard.
- Some teachers have read the conduct and some still do not get it.
- The code of conduct format is easy to reference.
- My team does not believe there is follow through on referrals.
- I am sure they are not aware that we only have to have 3 teacher interventions before referrals. (Based on multiple conversations about how to handle continued behavior of certain students.)
- Info reviewed with staff, teachers and community/parents through school council.

- Feel it won't be followed, Principal says student intent is more important than observed behaviors.
- I don't believe most students at my site have any idea what the code of conduct is.
- My site however, still feel that "nothing is being done" when a student is given a referral.
- We have discussed expectations during professional development, PLC meeting, as well as at curriculum night with Borman families.
- PBIS school-wide implementation discussed expectations at PDs Formal conduct-somewhat.
- My team shared in grade-level handout and family night, expectations with families.
- I think the teachers and students know what is expected.
- If teachers aren't involved in the process they may be unaware of their (student) expectations.
- Special Ed teachers have unique challenges.
- Lack of consistency in implementation.
- PBIS is implemented with Code of Conduct. Leadership team and teachers come up with ideas to help behavior challenges i.e. lunch book club, mentor peers (intermediate grades going to kinder during band if students are belligerent in band).
- Students' behaviors "have improved" from last year!
- Less MS students being referred.
- Students may not follow student expectations.
- Student and teachers know there is no follow through….i.e. admin told 2 students that if they got into another fight they would be suspended. 3-4 fights ago. To my knowledge, had lunch detention once.
- Teachers review with students and pair with PBIS training.