

Comments to 2017-18 Draft Student Code of Conduct

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1	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 stakeholders? 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</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 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</p>

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		<p>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 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>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>

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2	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 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</p>

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			<p>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>
3	Parent	The proposed new policy is very confusing.	Policy should be more student and parent friendly.

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4	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 racist. 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</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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		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 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.	
5	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.
6	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.
7	Parent	okay	Restorative community service (not to include manual labor) Restorative community service (not to include manual labor for less then 10 year old)

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8	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.
9	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]
10	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.

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11	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.
12	Parent	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.	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.
13	Parent	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.	I would have a victims rights or a whistle blower type policy to help protect students who report incidents to their school.

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14	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.
15	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.
16	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.
17	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]

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18	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.
19	Parent	Excellent, protects rights and promotes safety and positive outcomes for our kids most in need of interventions.	None.
20	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.
21	Parent	I agree I agree with the proposed policy.	none
22	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
23	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.

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24	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.
25	Parent	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.	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.
26	Parent	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;	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

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27	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.
28	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
29	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.
30	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.
31	Staff	it looks like good	N/A

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32	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>
33	Staff	It is long but necessary to make sure all steps are taken to prevent any misunderstanding to parents	None at this time.
34	Staff	[No entry]	[No entry]
35	Staff	I have none.	[No entry]
36	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.

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37	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
38	Staff	Administration needs to enforce the consequences for any behaviors violating the new policy.	[No entry]
39	Staff	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.	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

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40	Student	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.	[No entry]
41	Student	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?	One of my big changes I feel if the board feels that these dress codes is good enough to be 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.
42	Student	Us students already know what to do and we already know the dress code. But you guys put way too much detail which made it kind of confusing. Other than that we already know most of the policies.	[No entry]
43	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	Make it easier to read and put more details.

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		to read.	
44	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</p>	<p>hold students and parents accountable for their actions! Leadership should not make it so hard to discipline a child.</p>

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		<p>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>	
45	Teacher	<p>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.</p>	[No entry]

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46	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.
47	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.

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48	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>
49	Teacher	I like that is detailed and the explanations are clear.	None.

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50	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.

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51	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: A self-contained Mild ID student who daily tore apart the classroom when she didn't get her way no matter what staff did to avoid precursors to her anger. She choked a teacher and was handcuffed, but was not taken out of school even for the day. She choked a student on the bus. The classroom had to be evacuated several times due to her violent actions. 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>

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52	Teacher	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.	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.
53	Teacher	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.	There is no need to give multiple warnings for each infraction. Any kind of disruption should be warned once, then consequences.

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54	Teacher	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.	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.

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55	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>

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56	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.
57	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.

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58	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.”</p> <p>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</p>	[No entry]

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		<p>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 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</p>	

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		standards to match the low HOME standard? Because we aren't given the teeth to bring the "citizens" up to a higher standard.	
59	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.