

COMMENTS to DRAFT 2017-18 Student Code of Conduct received 1/30/17 through 2/9/17

#	Affiliation	Comments	Changes
66	Administrator	The way it is set up does not give a clear direction. Before there were levels identified which are now just listed as appendices without a defined level. This makes it very subjective. The dress code in the new code of conduct does not match the policy listed on the governing board website.	Add the levels of violation. Make sure the policies in the code of conduct match the governing board policies that are listed on the website.
67	Community Member	I do not like it. As a member of the Secrist Site Counsel, I believe that this policy is a step backwards for Secrist Middle School. I have been on the site counsel for the past two years, and have been impressed with the work that has been done there this year. One of the main reasons why it has been going in the right direction is because the students know that the administration takes their discipline seriously.	Adopt the standard of discipline that is used by Amphitheater School district.
68	Parent	Thank-you for asking for input on the current code of conduct. After reading through it, I believe that the 2017/2018 code of conduct is over complicating a system that has the potential to be better than the current system. The choice of potential responses for even simple infractions has the appearance of being overwhelming to teachers and administrators who are already busy teaching and running a school. I understand that not all negative behavior requires the same response but perhaps this will create inconsistency in regards to consequences. When there is inconsistency, the students see this as unfair and even biased. We have amazing teachers and students in TUSD, and we had a code of conduct that worked pretty well before the relatively recent revision which has resulted in some pretty chaotic situations. As a parent who loves TUSD, I would really like to see the teachers have more input as to what works and what has not. :) Thank-you. :)	Try not to overcomplicate the code of conduct. Teachers, students, administrators, and parents will appreciate this. Teachers know what is needed, please let them help with this revised policy. :) Thank-you. :)

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69	Parent	Overall, it's excellent. I appreciate the attention to data on the social and intellectual costs of excessive disciplinary practices. Everything suggested here seems reasonable.	You discuss bullying, but do not discuss any circumstances/ conditions under which bullying might take place. I wonder if you want to spell out directly in the code the kinds of inequalities that can lead to bullying, for example race, gender, sexual orientation, disability, citizenship status, language.
70	Parent	This document reads almost like a Policy on how to deal with problematic issues. I say this because the content seems to be more about misconduct. Good material. However, maybe it needs a title change. What happens if a parent feels like they are being met with opposition, then what? There needs to be a little something in there about how to go about that too. Even if its just a few sentences.	[No entry].
71	Staff	Students who bring a real gun, shank, knife over 4 inches should be required to see a police officer and go to parents and paper arrest them on the first offence. Then progress from there.	Answer above.
72	Staff	How is DO YOUR BEST defined if students are not shown or modeled this by administrators(some) on a regular basis? THERE Is Abuse and disrespect seen everyday. RESPECT does not appear in this document. TEACH RESPECT, TEACH kindness, do not ASSUME people know this. TEACH School staff to model every day- TEACH POSITIVE culture and climate strategies within classes and lessons every day.	INCLUDE, REWRITE so that Discipline that is fair, timely and students taught and properly enforced in the school environment the importance of RESPECT and what is appropriate and NOT appropriate. REWRITE. Code of Conduct? Simplify. Look at Code of Conduct for Staff and ensure that ALL persons in TUSD positions are role models for desired conduct in schools.THEN write expectations for students/parents. THIS is NOT a viable Discipline Policy document. PLEASE refer to ASBA guide on establishing a useable, Functional Discipline Policy Guide.

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73	Student	<p>I like the steps but don't feel they are the same at all schools. I also disagree that possession or use of drugs is not a threat to schools unless it is being shared or sold. Following steps such as behavior contracts is not strong enough to change the behavior. Taking 7 steps will exhaust all academic resources and time. Also bullying is an ambiguous term, because usually the bully is the one that claims they are being bullied, but they are more sensitive.</p>	<p>All drugs should be arrestible and that statement that keeping those students out of the juvenile justice system, and instead following 7 steps which includes a lot contracts, talks, meetings, behavior plans, mediations, and staff to deal with it when it is just wasting the time we need to learn and access an education.</p>
74	Teacher	<p>I am concerned that this document is not specific enough. As an employee and parent I have been in numerous classrooms throughout the district. Your Table One on Page 4 concerns me the most. I have been in buildings where there is ONE and sometimes NO people on a campus to provide Level B Support. Will there be equitable staffing at each school to accommodate this level of support? Also I feel that this entire document puts the SCHOOL NOT THE CHILD as the party responsible for changing the behavior. I think this is very dangerous and have seen many kids play this system. As a parent of a rule following TUSD students, I am concerned for my kids. Where is the table that shows what rights the NON-disruptive students have? I know many families who leave the district due to the behaviors their students are subjected to in the classrooms. I also work with teachers who are doing their best but most all of the Group A interventions take time to do. While a teacher addresses one or two students the other 27+ sit waiting. After 10 to 20 disruptions an hour (and yes I have counted) the whole class period has been lost. I understand we need to have kids in the classroom as much as possible but when the behaviors are impeding the learning of others and preventing the abilities of the teachers to actually teach it worries me that there are no options for</p>	<p>What we have now is better than this draft. I believe there needs to a less subjective framework. I also feel like the entire staff, including classified that oversee students, to define key terms and appropriate responses. I further feel as mentioned in the previous response we need fully staffed schools to make any discipline system work. I think we also need to start telling the truth, without fear of repercussion, of what is going on in schools. Admin and board members should make unannounced visits to see what is REALLY going on. They need to visit classrooms that are struggling, not in walk through teams, to see what happens daily. It would be amazing for our district level staff (think Undercover Boss) to be substitute teachers, even for a day, under these guidelines to see the reality of what our dedicated teachers face each day.</p>

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		<p>removal from class. I feel this policy change will actually make classroom conditions worse. We are losing good teachers and good students because of the discipline issues. This all seems very subjective and I think it is SO open that it lacks consistency. I currently work in 6 buildings and what is "allowed" at each building as far as discipline vary's greatly. My concerns extend beyond teachers and students. I am not sure how much more administrators can do. Many of my sites do not have CSP's AP's Deans of Students or MTSS coordinators. At our smaller sites all of these roles are performed by the administrator. Page 5 outlines the steps for frequent misconduct. I'm not sure how many administrators will have the time and energy to implement yet another series of steps in addition to the business of running the school. In summary I am not at all supportive of the changes being proposed and I think they will make things worse for all involved not better. I apologize for scattered nature of this reply, but so many things about this document concern me. Thank you for your time.</p>	
75	Teacher	<p>My one concern is that the new GSSR leaves much of the process up to individual interpretation of the school administration.</p>	<p>I liked the numbering system used before, if not admin should be trained to all be on the same page. ie What does repeated defiance look like? Proper steps for a mutual fight, ect.</p>
76	Teacher	<p>Students and teachers deserve a safe learning environment. Schools have to foster character, integrity and honesty to students. Clear consequences have to be given to students to promote these qualities.</p>	<p>[No entry].</p>

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77	Teacher	<p>The document and draft policy is rife with problems. The Appendices are only part worthwhile. Make this clear, easy to read, presented in tables with Levels, as students DO engage in escalating negative behaviors. This Draft gives no teeth to changing behaviors..."pat them on the head, give hug, " "probrecito mi hijito" attitude and send them back to class to continue negative behaviors. This Draft should NOT be accepted as written. Page 3, all behaviors and discipline should apply to any TUSD site/property at any time of the day. BE KIND? Too overused and marketed on walls of schools...very generalized ..make it more relevant and DEFINE.... NO where in document is RESPONSIBILITY and RESPECT! What does "Do your best" mean in context? DEFINE with clear verbiage. A more focused statement-"Each student shall exercise respect for self and others, and responsibility for one's own actions"</p>	<p>BE KIND? Too overused and marketed on walls of schools...very generalized ..make it more relevant and DEFINE.... NO where in document is RESPONSIBILITY and RESPECT! What does "Do your best" mean in context? DEFINE with clear verbiage. A more focused statement-"Each student shall exercise respect for self and others, and responsibility for one's own actions" Make this clear, easy to read, presented in tables with Levels, as students DO engage in escalating negative behaviors.</p>

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78	Teacher	<p>weak policy draft that does little to conform to current GSRR; contains little "teeth" to implement effective discipline to change negative behaviors to thereby ensure school environment that is conducive to learning that is safe and secure. Little specifics shared, incomplete, failing to provide succinct, detailed process for different levels of offenses and discipline. Please refer to AZ Compilation of Discipline Laws and Regulations to make policy draft more comprehensive</p> <p>PLEASE safesupportivelearning.ed.gov/sites/default/files/discipline... Please publish list of committee members as this public information. Best personnel to draft policy revision are specific teachers with experience in TUSD and who have experienced discipline issues, knowledgeable on student behaviors, representative from ALL parts of District AND represent ALL grade levels k-12. WHO are the members of the committee? Should be released at next Board meeting AND be prominently published /available on TUSD website. Committee should be representative of persons with interest and who have volunteered to serve. Was a Call for committee members made or select few invited?</p>	<p>Please consider present policies, regulations and state laws to draft effective Discipline Guidelines of Responsibilities/Conduct. Parents should be held to Guideline Conduct as well. PLEASE use something other than " 6Bs"; this is a K-5 or lower level approach. More professional, adequately described "career, college ready" described behaviors would serve better to define desirable educational work behaviors. DEFINE " be kind", "be present", "Do your best". These are empty commitments unless explained with expected levels (SMART)</p>
79	Teacher	<p>Protocol for administrative action states that an "academic director can only approve OSS. Should read an "assistant director, dean of students, or director" can approve OSS. As it reads now, it limits prompt actions that administrators can take and slows down the system of handling disciplinary actions.</p>	<p>[No entry].</p>