

**Code of Conduct Meeting with Principals
December 1, 2016**

Part 1

Feedback
The 6 B's; believes that is too many in a PBIS setting
Like the fact that parents must take responsibility
Correction: Additionally, our commitment to our students' (should not have possession)
*Although research shows that frequent use...we want to avoid aftermath of a statement like this.

Part 2:

Feedback
What is the root cause for this action? Do not like the wording because school officials don't always have time to get to the root cause.
Change wording from root cause to 'function' maybe?
Sometimes the root cause is the parent. We are not qualified.
The wording gives more 'ammunition' for parents to use against us.
Give more examples under School Protocol.
Level B responses, or appropriate school personnel; part of the problem is this document serves two purposes. We need to teach students school culture.
Instead of root cause...the reason why the behavior occurred.
We want parents to know this is a flexible system; take responsibility and it takes you down a more flexible path with more flexibility of discipline. If student doesn't work with administration it gets harder to work with them and parents for a much better or appropriate discipline.

Table 1 Level A

Feedback
Missing some information in this area.
Clearly identify the problem behavior; knowing who is supposed to address a response and at what time.
Clearly define what is 'classroom management' vs. 'administration management'.
Where do we jump to a more severe response? Example, no one is hurt but the classroom is destroyed. We do not call law enforcement because a student was hurt but now we have hundreds if not thousands of dollars in repairs to the destroyed classroom. The delineation of this is crucial. A is both teacher and admin B is both teacher and admin C is just admin That is the delineation.
Sam Brown explained that you have to show progressive discipline to use higher levels of responses. Principals have to be better at reporting data and being specific. Document every intervention used and why it worked or didn't work. Need to be able to show ongoing or escalating behaviors with/without interventions.

Behavior Plans:

Feedback
The implementation of behavioral plan makes for a safe place for students to learn. Especially if a student doesn't have the tools to problem solve or de-escalate a situation.
It takes 2-3 weeks to put together an effective behavioral plan and that is if you are at a site that has adequate staffing to do it. What is the short term process if there is no time to sit down and create a plan?
We need more flexibility within the document but clarity on safe room? Exclusionary Discipline? This is when a student has had more than ½ hour of disruption to the learning environment.
A.M. "as a district we are struggling with ISI rooms-who supervises these rooms? How long does a student(s) stay there? Develop a safety day.
GSSR says 1 day and now we get 3 days with this document?
Grijalva principal indicated that some kids are severe enough for Mary Meredith and they are at the tip top of the PBIS table but he doesn't have the staffing to deal with the complexity of the students to meet their needs.

We need 'other classroom assignment' for younger students.
Functional IEP; why can't we have the same language and rule for students that do not have an IEP in place but need one and doesn't qualify under Ex. Ed guidelines.
Sam Brown asked the group to think of this as a paradigm shift. Follow the of the Code of Conduct and your protection is written in the language. We are under a microscope when it comes to how and when we discipline students for exclusionary behaviors. Synergy reporting causes the majority of the issues. We cannot be too vague we need more specifics, over share.
Lisa South added that students need to have someone with them to help them with problem solving when they lack the tools or skills. They become frustrated once back in the classroom after the discipline because nothing has changed in the environment to keep them from violating school policies. There is not transition support; lack of staffing. This plan looks good on paper but unless you have the staffing to execute the behavioral plans the student cannot correct his/her behaviors.
Shawn Blair added that teachers don't care about root cause. All they know is they want the student out immediately. If the principal had support strategies or options/action that would help. What are some research based tools or strategies that work? Doesn't always know what resource to implement and at what time. Need tools.
Sam Brown suggested that principals get together and share best practices and what strategies work at their school. It could be something on line that is like a pool of suggestions. Most likely another principal is struggling with the same issues and cannot find a solution but a principal across town may have and if they can share what works and what doesn't work.
Norma Flores suggested a team of support for a student. There are specific jobs or district personnel that are needed to implement this Code of Conduct plan and we are being told it is out of their job description or case load and cannot help in any way. If the district expects this to work then these individuals with the skill set that's needed should be told they have to help.
Brian Lambert asked for clarification on loss of detention vs. loss of group lunch? This should also be in Level B (add teachers)
Abeyance Contract; parents will see 'not to include OOS suspensions. This is too confusing and parent will say 'you can't suspend' when we are trying to avoid exclusionary disciplining in this area.
Functional Behavior Contracts: b. This individualized behavioral plan may include one or more disciplinary response from Table 2.
Is there a template for this plan that principals can start from to help them? Send out template and each school can personalize or individualize to be site specific.
Lisa South- on page 8, 4 th bullet down 'safe schools are critical' don't use that wording to start the paragraph, rephrase it. Page 9 – 2b "only in" have great difficulty with this sentence, again rephrase it.
Brian Lambert- going back to page 8 the bullet on use of drugs, possession of alcohol, etc. This is not a suspendable offense? The principal having heartburn over the lax of minor aggression. Do not want drugs or alcohol on a K-8 campus. Sadly this is not just a high school issue. Need better clarification in this area.
All fine and dandy to have IEP or Behavior Intervention Plans in place but it will not meet the student's needs or solve any problems that can't be solved within a suspension.
Abel indicated he will follow up on safe rooms, what they entail and can we have them as interventions.
Brian Lambert indicated that if we keep coming up with plans, guides and resources for the 5% of students that cannot behave and not disrupt the learning environment then we are going to start losing some of the 95% and one day we are going to be resourcing 10% of students because they will be all that's left at some point. This is where we are headed.

Abel Morado concluded the meeting as the group did not get as far into the document as hoped. Principals were reminded that they are not to copy, print or share the draft of the Code of Conduct with anyone.

PM session:

Abel Morado began the discussion by indicating that he has emailed the confidential document to those principals in attendance. This is a document that will be used on a daily basis once approved by Governing Board. Dr. Morado added there is nobody better to facilitate this process than the principals currently working with the GSRR. We are not here to sway you to approve this document we are here to truly get you feedback. We are not here to push back and force your opinion this is for input. We will begin in groups of 3 to 4 and is where the dialog will be happening. Merry is here to take the comments that is happening in the room. Once feedback is vetted and all feedback is received by next Wednesday, the completed feedback will be submitted to Dr. Sanchez. Any questions?

Part 1 and 2 and 3 explanation of the breakout sessions and how we will split up the document for review. AM reviewed the document in whole and gave directions to how this dialog will occur.

Part 1:

Administrator	Feedback
	Language is more subtle than what our intent was but it is easy to read.
	Appreciate adding the parent role to the document.
	Research shows that the frequent use of harsh school disciplinary “reword the sentence”. Instead, it causes severe, long-term harm
	Sends a message that administrators do not have power anymore. Parents will use this against us not for us.
	need the reprieve of the student not being in the classroom so that continued learning can occur.
	#3 be aware of and responsive to..... Principals cannot always know when a student is in crisis and a parent can come back and say ‘well my child is in a crisis’ when the school isn’t equipped to handle such crisis and anyone to flush them out.
	Renee mentioned she has staffing to find the root cause but that doesn’t help other schools that don’t and that doesn’t mean they have a ‘plan’ to solve the issue.
	It’s better to say “addressed” than the wording in COC ‘find the root cause’ because it’s not necessarily address when disciplining students.
	We are educators not therapeutic people so once a need is discussed to make a student successful in education it increases the district’s liability.

Part 2:

Administrator	Feedback
	Each school principal has the responsibility to ensure.....(but why?) add for school safety.
	Like the information in the box.

Table 1 Level A

Administrator	Feedback
	Likes the fact that the plan gives the teachers back their power.
	Does the district explain “respect” within the Code of Conduct? High school kids begin a lot of conflict over disrespect/respect issues because they mix up the two. Can respect be defined somewhere within the definition section?
	Respect - Society rules apply at Doolen respect is defined in their culture, at home or in the streets (AM) Tammy Hille can come up with a table with words and responses that sites can use for respect.
	When to be respectful and when not to be are major issues. Just because students are respectful in one area doesn’t necessarily mean they are in other areas. For instance they may not use inappropriate language at home but they do once at school.

	District needs to give teachers more training and resources like PBIS, we fall short here if we think ALL teachers know how to deal with students in certain situations. They don't. Some schools do, some school don'ts so we need teacher resources. Find a way to link what works at some schools vs. others and have it available for teachers to use as like a 'blog' or a place to get interventions and ideas. Have it be a living breathing document or webpage.
	Pre-referral intervention manual is a book that we use that I brought from my previous school district. You can look up a certain behavior and there are a number of resources. Sometimes up to 50 resources for a particular behavior that you are looking up.
	Social media issues that infringe on the learning setting. (Additionally, school principals are authorized to use the disciplinary response described in Table 1 when a student's misconduct away from school (including social media) has a detrimental affect on other students or on the learning environments. *maybe be more specific.
	Level C Article 14, teachers do not know about this so it's almost a loaded gun. We are trying to move away from that being the first step in discipline. Statement is good just leave the "article 14" statement out.
	Challenges at home or in the community or inter-personal conflicts with other student or school staff, among others. "remove it" or Renee said facilitate the community needs but cannot directly assist children and parents.
	where is the level of discipline in this document where it was in GSSR i.e. if you violate level 1 you get this many days. Sam Brown says this document is a paradigm shift so there are no standard days of suspension; it's going to be based on separate situations. There by level a, level b and level c for progressive discipline. Be specific in your data input to explain why level A or b doesn't work so you can have the evidence as to why it didn't work and progressive discipline.
	I can guarantee that all principals do not discipline the same with the rigidity of GSSR, without guidelines in the COC there will be no consistency. (AM) Flexibility helps lessen the amount of discipline and this is what the dialog has been for the last 4 to 5 months when discussing the COC. (SB) Explained that the guidelines that Richard Sanchez is looking for is within the Code of Conduct it is Level A, Level B and Level C. As principals we need to do a better job at the details. The better you are at reporting the incident the more inclined you are to support the discipline for the infraction.
	If there are not clear guidelines to discipline, it will come back on us.
	There is an issue in the details and what type of services can we provide? Wonder if it's listed here are we obligated to provide the services listed when we don't have the resources.

Persistent Discipline to Safe Schools:

Administrator	Feedback
	Root cause behavior is sometimes very simple but is not always the reason their misbehaving. Typical reaction to a non-typical situation and we need a behavior plan but it's the implementation of the plan and the people power to do it. These kids have no parental units at home that have the power so using the home setting as leverage because we just don't get the support.
	Functional behavior plan or analysis cannot happen it some sites. The admin is not there or available enough to do this.

	<p>Brings in the appropriate knowledgeable personnel within his school to help locate the root cause. Nervous about guessing what he thinks that is and do not have the background in which to do it.</p> <p>AM: so what I'm hearing it looks good on paper but it doesn't work in functionality; this is why Dr. Sanchez asked for you to meet and give feedback so we can look at what works and what needs to be removed.</p> <p>(AM) so what I'm hearing it looks good on paper but it doesn't work in functionality; this is why Dr. Sanchez asked for you to meet and give feedback so we can look at what works and what needs to be removed.</p>
	<p>Level B is being addressed in this document it is other tiers we don't have time or the resources.</p>
	<p>I believe the background to this document is what we want the schools to look like in the next few years. There will be more training when this COC rolls out Dr. Morado added.</p>
	<p>page 9 longer than 3days of suspension a safety plan needs to be developed. It's hard enough to get the suspension in Synergy much less have a plan b in place in time.</p>
	<p>It's like having a gym membership, you lose weight you're doing well and then boom no more membership and you gain weight. That's what this plan feels to me.</p>
	<p>How long does the principal spend on the behavior plans, how do you implement with less staffing? Group plans will not work with intimate root causes. Nobody is going to tell a group of people that a kid is overwhelmed and being abused to meet a root cause instead of what is at first glance which looks like disrespect. Functional plans can be useful as long as everyone has "buy in" and implement it if this is going to affective in lieu of suspension.</p>

Safe School Protocol:

Administrator	Feedback
	<p>Seems like we've scene this movie before and we know how it plays out that this is just looking like a bad movie and we've been doing very well at lowering the suspensions that this plan looks like we will be going in reverse instead of moving forward.</p> <p>(AM) Keep the dialog open for continuous threat.</p>

Law Enforcement Piece: We can't do anything about.

Part 3: It is what it is.

Abel Morado concluded the meeting by reminding the principals that he is interested in their feedback and please do not copy, print or share the draft of the Code of Conduct with anyone.