

Code of Conduct Meeting with Working Committee
January 12, 2017

Meeting began at 4:35pm.

Dr. Morado introduced himself to the group. He then thanked them all for participating in this process and with time spent with Jim Freeman in the past, and appreciated their hard work. Knowing these meetings took place awhile back, please note the district has been working feverishly with the Special Master and Fisher Mendoza case to get this Code of Conduct in draft from that we are reviewing today. The district has held many focus groups to receive as much feedback as possible. Although all of these meetings happened before winter break, we think we are ready to present it to the Governing Board. Dr. Morado introduced Merry Portillo, administrative assistant in Secondary Leadership Office and noted that she is here recording this meeting, and by that he means taking notes. In addition, everyone here today will get the minutes to ensure this is what is stated during this meeting. Minutes will be forwarded to Dr. Sanchez to go to Executive Session. Governing Board can recommend changes, those will in turn go to the special master before going to a vote. Governing Board agrees with the Code of Conduct as is and it will go to vote, accept the code of conduct but with modifications or no we do not agree and will continue using GSRR.

Instructions were to move around into small groups of two or three and each-read over the draft and then there was discussion. The document was broken into smaller parts to be read, discussed then group discussion was held.

Part 1 Discussion:

All groups of 2-3 feel it is a great introduction, sounds more inviting to the reader than the original draft. Everyone was in agreement with the change in the first table of part 1. To change “that” to “who”:

This Code of Conduct was written by a diverse group of Tucson Unified School District stakeholders, including parents, students, teachers, administrators, school support staff, and other community members. It was informed by the perspective of nearly 150 other district employees and community members ~~that~~ who participated in school discipline focus groups. It represents a collective, community-wide perspective on how school discipline should be handled in our schools.

Another unanimous change is on page 2: Additionally, our commitment to our students’ should be student(s)

Additionally, our commitment to our ~~students’~~ student(s) demands that we use developmentally appropriate disciplinary methods that are applied fairly and equitably.

Part 2 Discussion:

Sam Brown asked to explain quickly some changes in Part 2. One change is Level C table changes and the reason behind the changes; district is moving away from ISS and having ISI so the information on the left is non-exclusionary and to the right is exclusionary. For example, Referrals to Law Enforcement is not a disciplinary action just a reactionary one so it was moved out where it was originally and moved to the end of the list to make sure it is noted but not used disciplinary action. TEA asked if we are not having ISS as acronyms or the entire program itself is going away. Dr. Morado explained the difference between ISS and ISI.

On page 4, They should be designed to address the root cause...try using identify instead.

Disciplinary responses should always meet the following criteria:

- They should be designed to ~~address~~ identify the root cause of the student’s behavior, which may include academic difficulties; unmet social, emotional, or physical needs; challenges at home or in the community; or inter-personal conflicts with other students or school staff, among others.

On the Level B table, one of the small groups have an issue with ‘Adult/student lunches’, elaborate what this means? Add a comment that is more specific with relationship building, i.e. what does Life Skills training mean?

<p>Level B: School Support Staff Responses (e.g., Counselors, Psychologists, Social Workers, Student Equity Success Specialists, Special Education Case Managers, Multi-Tiered System of Supports (MTSS) Teams)</p>	<ul style="list-style-type: none"> * Any of the responses listed above * Parent shadowing * Student/teacher/support staff/parent conference * Out-of-classroom “cool down” (no more than one hour) * Loss of privileges (e.g., exclusion from group lunch or extra activities) * Mini-course/training (e.g., conflict resolution, anger management, social skills, or appropriate behavior) * Adult/student lunches (is this used to build relationships between adult/student) * Mediation (including peer mediation) * Short-term behavioral progress reports * Behavioral or academic coaching * Referral to afterschool program * Anger management group or training 	<ul style="list-style-type: none"> * Mentoring (with peers, community members, or other school staff) * Functional Behavioral Assessment/Behavioral Intervention Plan * Home visit * Referral to community-based services * Substance abuse harm reduction program, education, or counseling (in-house or outside referral) * Modification of IEP or 504 plan (if applicable) * Restorative community service (not to include manual labor) * Life Skills training * Teen court/peer jury * Other similar, non-exclusionary responses, as needed
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Going back to Page 3-The part “This Code applies” where it is bulleted is exactly word for word in a paragraph down in the lower part of the page. Why is it stated twice but in two different ways of delivering the same information? The paragraph form is another way of stating where the discipline lies.

The paragraph version can be bulleted and if done so, take the additional information and bullet it out under ‘This Code Applies’ area.

Going back to page 4, “they should be designed to address the root cause....try using identify instead.” One of the committee members likes the wording “to address” the root cause because we need to address it so we can identify and problem solve.

Level B table-Who is a school community member? It is stated a lot of times within this document but not clear who that is or will the sites know clearly who a school community member can be? It can be a guest speaker for that day and will have a level of responsibility to report an infraction. Would like to see something stating what constitutes someone to be a ‘school community member’.

Level B table-Do we have Substance abuse harm reduction program, education, or counseling? If not, a statement could be added that TUSD may not have these services but seek outside programs or partnerships so that a recommendation could be made to seek help on their own.

Page 3 leaving the discretion open again with administrators – School principals may also adopt additional rules or behavioral expectations that are consistent with the approach of this policy. Isn’t this is what we were gearing towards, not leaving discipline up to interpretation? There was much discussion on this topic. **It is possible that a footnote can be added? (Abel and Sam will review this area to explain this part better at the next meeting.)**

Each school principal has the responsibility to ensure that every member of the school community understands these expectations and is supported in meeting them. **School principals may also adopt additional rules or behavioral expectations that are consistent with the approach of this policy.**

Level C table-Concerned with Detention (before/after school; lunch) – This is punishment correct? How does this identify root cause if it is punitive?

Level C table-Concern over the language Abeyance contract (not to include out-of-school suspensions, alternative education placements, expulsions or referrals to law enforcement as a consequence) This is a tool that should be in the right side??

There was extensive discussion on what is an abeyance contract, when it is used, how it is used, can it be given to a student in conjunction with an out of school suspension or by itself, i.e. in lieu of OOS, etc. More clarification is needed as to what Fisher Mendoza plaintiffs were referencing when discussing out of school suspension and abeyance contracts.

<p style="text-align: center;">Level C: School Administrator Responses</p>	<ul style="list-style-type: none"> * Any of the responses listed above * Student/administrator or student/administrator/parent conference * Restitution * Abeyance contract (not to include out-of-school suspensions, alternative education placements, expulsions, or referrals to law enforcement as a consequence) * Change in schedule/class (including per Article 14 of the Consensus Agreement with TEA) * Detention (before/after school; lunch) * Saturday School * Other similar, non-exclusionary responses, as needed 	<p>The following responses are to be used only in accordance with the Persistent Misconduct Process and/or the Safe Schools Protocol:</p> <ul style="list-style-type: none"> * In-School Intervention (ISI) * Out-of-school suspensions * Alternative education placements * Expulsions
	<p style="text-align: center;">NOTE: Referrals to law enforcement are to be used only in accordance with the "Law Enforcement Involvement" section on Page 13.</p>	

Meeting adjourned at 6:25pm

Future meetings: Dalila Diaz will scheduled a follow up meeting to finish reviewing the draft of Student Code of Conduct to the committee sometime next Wednesday or Thursday.