

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|----------------------|--------|------------------|--|--|
| 4/25/2017 | Online | Community Member | This district needs to go back to holding students responsible for themselves and their actions. They need to back their teachers. Our students face no consequences for poor behavior so they do not change their behavior-it just gets worse. I have seen this way too often over the last 12 years. We are losing great kids to charter school because the badly behaving kids are not held accountable. | Have a strict set of rules and consequences that is in every student handbook/planner and admin. needs to follow through with consequences. No guess work-same rules for every student. If the rules are followed the first month of school the next 8 will go much smoother. |
| 4/25/2017 | Online | Community Member | Although you talk about PBIS, there is no real plan for implementing at the level required for success. This takes school-wide involvement, not just administrative. This code is still a lot of "doing unto children" rather than engaging and involving them developing life-long positive attitudes and behavior. The deeper I got into it, the worse it felt. Even colleges don't give this much detail in student codes of conduct. Your section on 504/IEP is wrong. Students may be disciplined for behavior related to their disability - they just can't be removed from FAPE for more than 10 days (which is useless anyhow). Discipline that is constructive teaching and engaging is vital to the student's success. Discipline is not synonymous with punishment (per chart 1). | : No parent is going to read this with their child. It is developmentally inappropriate. It would scare the living daylights out of an elementary student. Create simple, age-appropriate explanations of expected behavior and have parents review those with children. Work with the powers that be to have consequences and more details only as needed. Make sure your employees clearly understand mandatory reporting as separate from this - no more arrests. I am a licensed Psychologist who worked in schools 35 years, taught graduate level educational psychology (30+ classes) and helped schools successfully implement PBIS. I've waited years for TUSD to dramatically shift it's discipline model to one of positive engagement, teaching and accountability - this is not it. |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|-----------------------------|--------------|--------------------|---|---|
| 4/25/2017 | Online | Parent | <p>My comments are mainly about the stated disciplinary responses (Table 1) that relate to restorative dialogues and practices. I fully support the use of responsive classroom approaches and restorative dialogue to address and move through conflicts. In my observations at our child's school, the obvious barrier to using this approach is the classroom size, teacher-child ratio, and need for more teacher's assistants, co-teachers, counselors, and other trained staff. When a teacher is responsible for 26 or more students, there is little capacity for a meaningful restorative dialogue in real time. Follow-up dialogues can be scheduled, but the intention of the restorative dialog approach is to address conflict before it can escalate or root, and to engage the parties in a process that fosters belonging and meaningful accountability. A cooling off period is recommended, which is good. But how can a teacher follow up effectively during the busy school day? In our school, I observe teachers doing their best to use this approach, and requesting assistance from teachers assistants, the part-time school counselor (for a school of 400), other teachers, the Principal, and even from parents. There is clearly a genuine desire to use restorative justice and dialogue. There may also be some teachers who are using regular restorative circles in their classrooms. However I also observe children who must wait for their concerns to be addressed,</p> | <p>MY TOP SUGGESTION: The guidelines are good and the school is willing and dedicated. I believe that TUSD must provide the resources for classroom teachers to follow these guidelines. These resources must include increased funding for teachers' assistants, and school counselors. Funding for Assistant Principals should also be prioritized for all schools. At our child's school, in his 2nd grade classroom, there is only a part time teacher's assistant who is in the classroom inconsistently and only for a few hours, at most 3 days a week. ALSO: In the guidelines, there are 5 references to restorative practices in Table 1, and 2 other references to the "restorative options" in the narrative. However the guidelines do not include any actual definition of restorative discipline or practices. So, unless there is a companion guide, this could look very different as practices by different schools and individual school personnel. Use of restorative approaches takes training. Hopefully it is already happening, but obviously, resources from TUSD should include training on restorative approaches, and other non-punitive, non-adversarial models. The information must also emphasize identification of lagging skills and unsolved problems ("root causes"). This assessment is really well done in the Collaborative and Proactive Solutions model which is used in some schools. Please take a look: http://www.livesinthebalance.org/educators-schools</p> |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|-----------------------------|--------------|--------------------|---|--|
| 4/25/2017 | Online | Parent | The dress code portion is extremely sexist in language. From the gendering of the language it seems that only young women can be a "distraction" based on the clothing listed. First, I would change the word distraction because it is implying that young men do not have to respect young women, because merely their presence or their clothing can interfere with the young men's learning process. My problem is with the "distracting" bullet point. | The language should be stated without gender or judgement. My example: students will dress appropriately for school to help create an atmosphere of respect. The other bullet points that are listed because they are prohibited, are fine. However, the distracting bullet point should be erased and replaced with something similar to the verbiage I have proposed. The onus is not solely on young women to dress appropriately at school, but again appropriate is subjective and there are far other greater concerns that school administrators and teachers should be focused on. |
| 4/25/2017 | Online | Parent | Why make a dress code if it isn't enforced! I see the same girls each day in cheeky shorts. When I reported it I was told only female teachers may address this issue. This seems like an easy way out for the male teachers & staff. If you can't do your job makes find a new one. | Enforcing the dress code. Send children home and call parents when clothing is not appropriate and too short. Att: Rincon and UHS |
| 4/25/2017 | Online | Parent | I found the content to be reasonable and appropriate. It may be a challenge to execute... | [No entry] |
| 4/25/2017 | Online | Parent | The code of conduct provides support for the perpetrators but no support for the victims. | Perpetrators need consequences and after the consequence they need services. Provide support for the victims. Victims should not be penalized for protecting themselves from perpetrators. |

**TUSD Code of Conduct
Online Feedback**

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|-----------------------------|--------------|--------------------|--|--|
| 4/25/2017 | Online | Parent | 6 B's make no sense- "Be, Be, Be, Be, Believe, Best" What? Ever think of using one in place and revising it? Ever think of saving tax payer money rather than hiring for this? Poorly constructed document that does not match Mission and Vision Values of District that says LITTLE in A LOT of WORDS No more "mamacita, pobre Juanita" attitude. Respect and responsibility are taught and practiced; disrespect and disruption have progressive discipline as consequence. | Keep GSSR, cleanup, refine, update, with consideration of USP requirements. PPPPLLEEEAAASSSEEEE- teaching students respect and responsibility is fair and minimum. YES, all choices in LIFE have CONSEQUENCES. Yes--- Discipline= Consequences |

**TUSD Code of Conduct
Online Feedback**

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| 4/25/2017 | Online | Parent | <p>A perfect example of the problem or gap of helping students with difficulties. A teacher spoke, she said she's been teaching 22 years. She's had a student in her class that disrupt and it effects the other students learning. She finally resorted to sending him out and other students thanked her. Several thoughts. She has 22 years experience yet she still has no proactive way to help this student, she knows no policies that are in place for this student. She knows nothing about what is the next expected thing this student will likely have to do and she has no involvement in the phases of how he will be assisted in his best interest. She merely sends him out. This also creates an unhealthy dynamic between her a a help by punishing another, she now has a bond with the other student, an agreement or rift. The student is comfortable and in agreement the teacher sends him out. I think teachers should not create open dialog to speak poorly of a child who is difficult. This often creates isolation on the playground or in classroom group projects, the teacher and students who have conversations regarding another students behavior cannot be overlook as not having a spill out effect that not only does she want him out but many are in agreement. How can a child be expected to come back and do better when nothing has been done but isolated, punished and then spoking of poorly. He will not be accepted but further pushed</p> | <p>Hire people, do not rely on teachers, I've never seen one be able to do even half of what is listed. This isn't done, a complete overhaul needs to be done to everyday school environment.</p> |
| 4/25/2017 | Online | Parent | <p>Will there be any actions taken against school officials who willfully ignore portions in order to keep their number of incidents down?</p> | <p>I would like monthly if not weekly statistics posted on the TUSD website detailing incidents that occur at TUSD schools.</p> |

**TUSD Code of Conduct
Online Feedback**

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|-----------------------------|--------------|--------------------|--|---|
| 4/25/2017 | Online | Parent | I would like to see a place for mindful meditation and other creative methods as part of the options for Parts A and B | [No entry] |
| 4/25/2017 | Online | Parent | This is too long. It reads like a dissertation with no actionable steps. It is all theory and very little in the way of guidelines. After reading it, I'm not sure what parents, students or administrators are supposed to do with it. The definitions are nice, but give no alignment with actual consequences; they read like someone copied a dictionary and serve no purpose in the document. | There needs to be a better plan of action. A first year principal would have absolutely no idea what to do with this document when it is time to act on a situation. |
| 4/25/2017 | Online | Parent | In the current version, there is a very strict matrix that provides guidelines for what level each infraction falls under. The proposed change leaves out this important matrix. It is important because it allows transparency between parents, students and staff. There must be a fair, equal consequence applied regardless of what school a student is enrolled at. | Include a matrix that delineates infractions and levels but also gives the principal flexibility in determining the best outcome. Prior history should be considered. |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|-----------------------------|--------------|--------------------|---|---|
| 4/25/2017 | Online | Staff | I am opposed to the pg.4 disciplinary responses to "Level B *Restorative community service (not to include manual labor)." I have a multitude of training on Love and Logic and other disciplinary practices. Being a successful firm, fair educator with my students and my own children, I cannot comprehend why if the action fits the consequence it would not be allowed. If a student chooses to throw food in the cafeteria or vandalize a school or classroom, logically they would have to clean it up on their own time. We cannot continue to avoid holding kids accountable for their behavior. | Logically, if the student chooses to throw food in the cafeteria or vandalize a school or classroom, they should be held accountable and would have to clean it up on their own time. Define "manual labor." I believe that is a reasonable, logical consequence for above said behavior and giving they would use their "hands" to tend to this proposed consequence, it may be defined as "manual labor." |
| 4/25/2017 | Online | Staff | Committee members? What Model Student Code of Conduct is this based on? 28 pages of lots of "prose"....says little in a lot of words | Use the present Code of Conduct (GSRR) and REVISE! If it ain't brokedo not throw it away--- fix it |
| 4/25/2017 | Online | Staff | The language is very soft. With soft language there are ample opportunities for litigation. The contract always favors the plaintiff in litigation. Instead of "attempts" use "will be required" and so on. These are rights, yes, but civil rights come with accountability and responsibility. | Change the language to what is more concrete as to staff/faculty duties regarding student and vice versa. I would suggest an attorney edit but I am sure that has been done already. District protection from litigation is essential as to support all faculty and staff from outside retribution. With clear cut language for teachers the atmosphere will be one of support and protection for both the students and families of the students as well and especially for them. |
| 4/25/2017 | Online | Staff | This is the worst policy for discipline I have ever seen. If you want to continue with low academic achievement, this will help. If you want to turn around our schools start over. | [No entry] |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
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| 4/25/2017 | Online | Staff | Document seems too ambiguous given inadequate staff training in prior discipline policies (ie PBIS) I preferred the more concrete matrix. Though the code of conduct looks good on paper, I am very skeptical of it's practical application given that staff training has been lacking in the past and that the focus on finding the "root cause" of misbehavior can take years for some individuals who are already receiving professional help. TUSD does not have adequate resources to deal with the scope of social and emotional issues facing many students today, nor have we partnered with enough outside agencies to deal with "root causes". | Bring back the matrix. More staff training. Partnering with outside agencies as school staff and administrators are already working with a full plate. |
| 4/25/2017 | Online | Teacher | I cannot see when a student is at school and chooses to not go to class but has an extended lunch or finds a place to hide. This is a serious problem. | "Ditching" needs to be a higher offense than just receiving a warning. We are responsible for our students. Just marking them absent when we know they are on campus is not acceptable. If something happens to that student while on campus and we are not doing everything possible to ensure the students know they have to be in the assigned class is setting the student up for failure and increasing the school district's liability should something happen. |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|-----------------------------|--------------|--------------------|--|---|
| 4/25/2017 | Online | Teacher | <p>I like the Level B School Support Staff responses, however, the implementation of some of these will take funding. I wonder where that funding be coming from? I think peer mediation is an amazing idea, who will train students in peer mediation? There are schools without dedicated counselors. I also think the Appendix 1 Violations is good, however, there is nothing that lets students know what level each violation is considered. The flow charts are useless and do nothing to aid in understating of the procedures. More specific training is needed for teachers in restorative practices if it is something you will be relying heavily on. Not a two day quick you sit in a circle and talk, and extensive this is what it is this is why we think it is useful and this is how you do it. It is not a good idea to rely on a strategy few are actually trained in.</p> | [No entry] |
| 4/25/2017 | Online | Teacher | <p>All of the proposed actions regarding consisted infractions by an individual focus on the negative academic impact on the misbehaved. If we don't start to focus on the negative impact on the students in the same classes as the misbehaved, we will soon have another lawsuit on our hands. The rights of the well behaved should be our top priority. The rules that we enforce should model the real world so that our troubled students do not suffer the very real consequences that society has to offer.</p> | <p>The work necessary for a teacher to remove a disruption to student learning is unrealistic. We are looking at a major teacher shortage, and we are asking teachers to do an unrealistic amount of work. If we don't limit the discipline and allow teachers to teach, we are only speeding the teacher shortage along. Don't make the teachers the bad guys, let them develop relationships based on academics and student production, and remove disruptions to the education of all who want to learn.</p> |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|-----------------------------|--------------|--------------------|--|--|
| 4/25/2017 | Online | Teacher | 1. The Henry Elementary School Site Council reviewed the draft Code of Conduct. Comments included: The same Code of Conduct is used for elementary and middle/high school. 2. The document appears to be very negative, sending the message that negative behavior is expected of students. 3. Consequences are ambiguous. | Proposed changes include: 1. Have separate codes of conduct for elementary and middle/high school. Some consequences can be modified for elementary since students are still learning right from wrong. 2. Promote district values by including a list of basic expectations for positive student conduct at the beginning of the document. Start by focusing on the positive. 3. Be more specific regarding consequences. Written rules do not have specific number of tries before an escalation to the next tier in the system. |
| 4/25/2017 | Online | Teacher | It is well organized. Given the abundance of strategies within each level, schools might be challenged with ensuring adequate response without clear direction. | Not so much a change, but rather a curiosity regarding the abeyance form that is not yet included in this document. |
| 4/25/2017 | Online | Teacher | I am concerned with "finding the cause of the behavior" in the policy. Are there going to be additional counselors hired in the large schools to take care of this? I understand the need for reporting, too, but it also causes schools to sweep things under the rug to "look good" number-wise. | If the policy is accepted from the draft, many counselors are needed to determine the cause of the behavior. |
| 4/25/2017 | Online | Teacher | It is way to lenient on horrible behaviors.....students should be suspended for threats to teachers; not told "Don't do it again". | Immediate suspensions for threats for 10 days; expulsion for year second time. Middle schoolers need to be disciplined constantly-teachers cannot teach when they are being threatened after giving simple instructions. Restorative stuff does not work. |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|-----------------------------|--------------|--------------------|---|---|
| 4/25/2017 | Online | Teacher | More needs to be done to address the persistently misbehaving student. It is noble for the district to want to diagnose the root of the behavior problem(s) for persistently misbehaving students, but in order to maximize student learning, teachers and administrators must be able to remove students whose behavior disrupts the learning environment. At my site, we have diligently worked on PBIS, but there are some students whose behavior continues to be extremely disruptive, even after months of support. How is this fair to the majority of students who are not causing major disruptions? The failure to adequately address these students who chronically disrupt the learning environment is a major reason why families choose to enroll their students in a district other than TUSD. | [No entry] |
| 4/25/2017 | Online | Teacher | It needs to be in a language the students can understand. It is difficult for all students to understand this. | Simplified version for students. Less like a legal contract more like a document for students. |
| 4/25/2017 | Online | Teacher | Your plan keeps the students who cause disruptions in school at the expense of the education of the students who are attempting to learn at school. Again, 5% of the students get rewarded with special treatment, while the 95% who attempt to follow the rules get punished by having to tolerate the non-sense actions of others who have no regard for expectations. | It needs to be easier to remove students who are constant disruptions in the classroom. They should be attending training in an alternative setting that shows them HOW to behave in a classroom environment. |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|-----------------------------|--------------|-------------------------|--|----------------|
| 4/25/2017 | Online | Teacher | This may be the single most detriment to academic achievement in the district. It takes an unworkable policy for discipline and makes it even worse. If you truly want to improve academic achievement discipline must return campuses. | [No entry] |
| 4/25/2017 | Online | Teacher (Substitute) | I am a substitute teacher in the district. Is it possible to have a section that addresses student behavior expectations when a substitute teacher is assigned for the day (or longer)? As a sub I find (and many other subs find) that many students, even honor students, disrespect most subs (including long term subs) when the normal teacher is absent. | see above |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|-----------------------------|--------------|-------------------------|--|---|
| 4/25/2017 | Online | Teacher (Substitute) | : I am in favor of giving students second chances, but from the top down, those in the education system have identified free public education as a right rather than a privilege. Until it is properly recognized as a privilege (one which REQUIRES students to behave in a manner of respect and best effort and one that can be rescinded when one's behavior distracts others from their best efforts) public education will continue to flounder. Unfortunately, the nuts and bolts of academics are often secondary (or even tertiary) concerns to social and political ones in the community centers we call schools. Self-esteem and true accomplishment come from putting in the work; not from singing "Kum ba yah" in restorative circles after "students' have chosen to short themselves and others with silly, dangerous, or even criminal shenanigans. Again, give them a chance, but not multiple ones. Repeat offenders should be expelled and forced to seek out alternative means to education (if they even have the desire to gain it). Tough love, not trophies for all!!! | See above |
| 2/14/2017 | Online | 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. |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|-----------------------------|--------------|--------------------|--|--|
| 2/14/2017 | Online | 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. |
| 2/14/2017 | Online | 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. :) |

**TUSD Code of Conduct
Online Feedback**

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|-----------------------------|--------------|--------------------|--|---|
| 2/14/2017 | Online | 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. |
| 2/14/2017 | Online | 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]. |
| 2/14/2017 | Online | 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. |
| 2/14/2017 | Online | 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. |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|-----------------------------|--------------|--------------------|--|---|
| 2/14/2017 | Online | Student | 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. | 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. |

**TUSD Code of Conduct
Online Feedback**

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|-----------------------------|--------------|--------------------|--|--|
| 2/14/2017 | Online | 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 removal from class. I feel this policy</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> |
| 2/14/2017 | Online | 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> |

**TUSD Code of Conduct
Online Feedback**

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|----------------------|--------|-------------|--|--|
| 2/14/2017 | Online | Teacher | 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. | [No entry]. |
| 2/14/2017 | Online | 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.</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"</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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Online Feedback**

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| 2/14/2017 | Online | 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 PLEASE</p> <p>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> |
| 2/14/2017 | Online | 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> |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|-----------------------------|--------------|-------------------------|--|---|
| 1/31/2017 | Online | Administrator | Looking at it from a layperson's perspective it reads like an attorney document. Remember we do have parents with limited reading and comprehension. | Add a quick overview or general overview where parents can quickly refer to violations and consequences. |
| 1/31/2017 | Online | Administrator (retired) | 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 | 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 |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|-----------------------------|--------------|--------------------|--|--|
| 1/31/2017 | Online | 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</p> |
| 1/31/2017 | Online | Parent | <p>I received a voicemail from TUSD's automated system two days ago and , frankly, I haven't been able to read the 28 page document before parent comments were presented to the governing board yesterday.</p> | <p>Please consider giving parents more time to review lengthy documents before moving forward - and send an overview of any key amendments to the previous approved version.</p> |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|-----------------------------|--------------|--------------------|--|--|
| 1/31/2017 | Online | Parent | Seems much more complicated and harder to understand. The current code of conduct has specific rules and consequences laid out. This code seems too open to interpretation. | Just use the current code, the new one is too confusing. |
| 1/31/2017 | Online | Parent | While I appreciate the stated aims, the policies are vague and therefore can easily create misunderstanding and abuse. There are very few specifics - which are contained in the current Student Rights and Responsibilities contract. This new policy opens up schools, teachers and administrators to litigation, and students to uneven and unfair treatment. | Incorporate the specifics which are included in the current policy. |
| 1/31/2017 | Online | 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. |
| 1/31/2017 | Online | Parent | The proposed new policy is very confusing. | Policy should be more student and parent friendly. |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|-----------------------------|--------------|--------------------|---|---|
| 1/31/2017 | Online | 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 racists. 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</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> |
| 1/31/2017 | Online | Parent | <p>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.</p> | <p>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.</p> |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|----------------------|--------|-------------|---|--|
| 1/31/2017 | Online | 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. |
| 1/31/2017 | Online | Parent | okay | Restorative community service (not to include manual labor) Restorative community service (not to include manual labor for less then 10 year old) |
| 1/31/2017 | Online | 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. |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|-----------------------------|--------------|--------------------|---|---|
| 1/31/2017 | Online | 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] |
| 1/31/2017 | Online | 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. |
| 1/31/2017 | Online | 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. |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|-----------------------------|--------------|--------------------|---|---|
| 1/31/2017 | Online | Parent | <p>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.</p> | <p>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.</p> |
| 1/31/2017 | Online | Parent | <p>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.</p> | <p>I would have a victims rights or a whistle blower type policy to help protect students who report incidents to their school.</p> |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|-----------------------------|--------------|--------------------|--|---|
| 1/31/2017 | Online | 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. |
| 1/31/2017 | Online | 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. |
| 1/31/2017 | Online | 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. |
| 1/31/2017 | Online | 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] |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|----------------------|--------|-------------|---|---|
| 1/31/2017 | Online | 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. |
| 1/31/2017 | Online | Parent | Excellent, protects rights and promotes safety and positive outcomes for our kids most in need of interventions. | None. |
| 1/31/2017 | Online | 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. |
| 1/31/2017 | Online | Parent | I agree I agree with the proposed policy. | none |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|-----------------------------|--------------|--------------------|---|---|
| 1/31/2017 | Online | 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 |
| 1/31/2017 | Online | 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. |
| 1/31/2017 | Online | 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. |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|-----------------------------|--------------|--------------------|--|--|
| 1/31/2017 | Online | Parent | <p>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.</p> | <p>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.</p> |
| 1/31/2017 | Online | Parent | <p>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;</p> | <p>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</p> |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|-----------------------------|--------------|--------------------|---|---|
| 1/31/2017 | Online | 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. |
| 1/31/2017 | Online | 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 |
| 1/31/2017 | Online | 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. |
| 1/31/2017 | Online | 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. |
| 1/31/2017 | Online | Staff | it looks like good | N/A |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|-----------------------------|--------------|--------------------|--|--|
| 1/31/2017 | Online | 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> |
| 1/31/2017 | Online | Staff | <p>It is long but necessary to make sure all steps are taken to prevent any misunderstanding to parents</p> | <p>None at this time.</p> |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|-----------------------------|--------------|--------------------|--|--|
| 1/31/2017 | Online | Staff | [No entry] | [No entry] |
| 1/31/2017 | Online | Staff | I have none. | [No entry] |
| 1/31/2017 | Online | 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. |
| 1/31/2017 | Online | 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 |
| 1/31/2017 | Online | Staff | Administration needs to enforce the consequences for any behaviors violating the new policy. | [No entry] |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|-----------------------------|--------------|--------------------|--|---|
| 1/31/2017 | Online | Staff | <p>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.</p> | <p>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</p> |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|-----------------------------|--------------|--------------------|--|--|
| 1/31/2017 | Online | 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] |
| 1/31/2017 | Online | 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 bed 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. |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|-----------------------------|--------------|--------------------|---|--|
| 1/31/2017 | Online | Student | Us students already know what to do and we already know the dress code. But you guys put way to much detail which made it kind of confusing. Other than that we already know most of the policies. | [No entry] |
| 1/31/2017 | Online | 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 to read. | Make it easier to read and put more details. |
| 1/31/2017 | Online | Teacher | While I appreciate the accountability and the steps taken to ensure treatment is equitable for students, the amount of paperwork and documentation that teachers have to follow through on before seeing results, takes power from the teachers and the students know how far they can push limits before they have to really listen. | Restore power back to the schools to make prompt decisions since we know our community best. |

**TUSD Code of Conduct
Online Feedback**

| DATE OF BOARD REVIEW | Venue | AFFILIATION | COMMENTS | CHANGES |
|-----------------------------|--------------|--------------------|---|--|
| 1/31/2017 | Online | 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</p> | <p>hold students and parents accountable for their actions! Leadership should not make it so hard to discipline a child.</p> |

**TUSD Code of Conduct
Online Feedback**

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| 1/31/2017 | Online | Teacher | 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. | [No entry] |
| 1/31/2017 | Online | 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. |
| 1/31/2017 | Online | 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. |

**TUSD Code of Conduct
Online Feedback**

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| 1/31/2017 | Online | 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</p> |
| 1/31/2017 | Online | Teacher | I like that is detailed and the explanations are clear. | None. |

**TUSD Code of Conduct
Online Feedback**

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|-----------------------------|--------------|--------------------|---|---|
| 1/31/2017 | Online | 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. |

**TUSD Code of Conduct
Online Feedback**

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| 1/31/2017 | Online | 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</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> |

**TUSD Code of Conduct
Online Feedback**

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| 1/31/2017 | Online | 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. |
| 1/31/2017 | Online | 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. |

**TUSD Code of Conduct
Online Feedback**

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| 1/31/2017 | Online | Teacher | <p>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.</p> | <p>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 due 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.</p> |

**TUSD Code of Conduct
Online Feedback**

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| 1/31/2017 | Online | 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</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> |

**TUSD Code of Conduct
Online Feedback**

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| 1/31/2017 | Online | 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. |
| 1/31/2017 | Online | 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. |

**TUSD Code of Conduct
Online Feedback**

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| 1/31/2017 | Online | 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</p> | [No entry] |

**TUSD Code of Conduct
Online Feedback**

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| 1/31/2017 | Online | 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. |