

TUSD Code of Conduct Feedback from Forums

DATE OF BOARD REVIEW	Venue	AFFILIATION (Parent, Teacher, Staff, Comm Member)	QUESTIONS	STRENGTHS	AREAS OF CONCERN	SUPPORT THE PROPOSED COC Yes/No/Other	ADDITIONAL COMMENTS
4/25/2017	Public Forum 2/20/2017		How will new and existing staff be trained? How will schools 'train' students regarding the code of conduct and school expectations?				
4/25/2017	Public Forum 2/20/2017		Without a firm action/consequence matrix, subjectivity increases: this leads to inconsistent discipline across the district. Would this document have prevented discipline problems over the last 2 years i.e. Secrist, Palo Verde, etc. Discipline starts from the top down-Where is the code of conduct for a superintendent/administrator i.e. principal suspension like at Secrist. How are teachers protected if there is ambiguity in discipline and some are perceived as too onerous? I will not allow anybody from Law Enforcement talk to a minor without an attorney present! Page 12, paragraph 4 need to be changed. What happens if a family does not sign consent form? Paid good money for document that changes fonts, has poor visuals has 'should' instead of shall on page 3.				
4/25/2017	Public Forum 2/20/2017		Assuming this code is adopted by Gov Board, what form will this roll out? How long? Do parties sign an affidavit of understanding? When will staff be trained, etc.? (What happens if the form is not signed?) How well is the code coordinated with current board rules and state law? Is there an estimate of time/cost impact or this proposed code of conduct relating to existing and relative to other districts in the state/country? Suggestions: Flag use of the word 'campus' is confusing within this code of conduct is intended to apply 'portal to portal' i.e. buses, museums, off-campus activity, etc. Find another word that is more inclusive or at least implies the greater vision or applicability.				
4/25/2017	Public Forum 2/20/2017			I appreciate the concepts of restorative justice, and other non punitive measures. I support efforts to keep students in a learning environment.	The code of conduct seems both vague and inconsistent. These are significant opportunities for abuse from either side of an incident.	No	Do not support in current form-see above concerns.
4/25/2017	Public Forum 2/20/2017			The plans made to help students return back to school is excellent in helping provide a smooth transition back. The review of behavior data to better address campus/district issues is very beneficial. Such a review will help provide opportunities to make revisions, celebrate success, and remain proactive. Also, the flexibility within the consequences given allows specific student needs and staff concerns to be met.	Training is key. Who or when will new staff members be trained? When or how often will refresher training courses be offered?	Yes	This code of conduct provides a great starting point.
4/25/2017	Public Forum 2/20/2017			Good length of time; informative			
4/25/2017	Public Forum 2/20/2017			Multiple options for all levels	The focus is on the negative side of conduct. It should list the positive expectations up front! Be specific then focus on the process of correction. Too much flexibility to offer real consistency across locations.	Other	I do not like that you take power away from the principals. You pay them enough for them to make suspension decisions

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4/25/2017	Public Forum 2/20/2017			Root causes is good, focus on keeping kids in educational setting is good.	the document written by Freeman was 13 pages long this one is 28 pages long, densely and incomprehensibly written. It does not focus on expectations for students, it focuses on consequences to students.	No	It is 90% punitive, 10% student conduct. It is very poorly inaccessibly written and doesn't acknowledge that currently schools are not prepared to do this from MTSS teams to school discipline and school climate committees, schools don't have the players needed to pull this off. With itinerant counselors and social workers, there is very little consistency. (In other words, school need more help.)
4/25/2017	Public Forum 3/2/2017	Parent/Teacher	Regarding use of restorative practices-I seem to remember when attending the Restorative Practices/Circle training that was mandatory several years ago, we were told that we don't ask "why" a student did something-to focus on the result of the actions. This seems to be the opposite of what is emphasized now-finding the "root cause" of the actions. So, how will restorative practices fit in to the new Code of Conduct? Wo will be responsible for implementing and documenting all these issues? Teachers already do not have time to do all they need to do during their limited planning time, (to prepare for actual instruction which is and should be the focus of their job) and every year are given more to do that takes away for of this time. How will this documentation takes place? Will teachers be provided with appropriate forms to keep track of all of this? What will teachers' rights have resulted in responses through Level C and the behavior is still taking place? Comments: I don't see any problem with the document itself, but hope that there will be realistic implementation, with appropriate teacher and staff training, and appropriate tools provided. The proposed code of conduct is a definite improvement over the current one.				
4/25/2017	Public Forum 3/2/2017	Staff	Will violations have a clear course of action attached to ensure that all school handle instances using similar consequences for similar violations? I.e. student commits violation of bringing a weapon. One school uses consequences from Level A, another for the same violation uses Level C consequence.				
4/25/2017	Public Forum 3/2/2017	Staff		You did a great job marketing the forums. I'm sorry attendance was/is so low. Outlining the concept 'persistent misconduct' is effective and efficient. BRAVO! (page 6/7) in GSRR, the term 'escalating behavior' is vague. The details/steps/included is Safe Schools Protocol are an asset to the draft. Very informative Thank you!	Consistency across sties especially regarding Levels A, B, and C.	Yes	It is different, but clear. The accountability piece is strong for everyone (students, teachers, parents, admin)
4/25/2017	Public Forum 3/2/2017	Staff		Clear definition of persistent misconduct. Appreciate the latitude given to administrators to make decisions.	Levels not assigned to violations. Concern of inconsistent implementation.	yes	

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4/25/2017	Public Forum 3/2/2017	Teacher, Staff, Comm Member		Defines terms well. Recognizes effectiveness of restorative practices and PBIS. Strong relationships with every student.	We should become a 'trauma informed' district. We need more staff at some school (to meet student needs and to interview when needed). We need consequences as well to give students boundaries and teach real-world consequences.		Teachers need to be safe or they will quit. Students need to be safe if we want to keep students in public schools. This often is not the case. MTSS, PBIS, Counseling-all takes a considerable amount of time to see progress. We have mass kids traumatized. What do we do with children biting teachers, throwing chairs at others? We need more staff at elementary schools fro safety's sake. These children mostly have trauma in past or mental health issues. We need more therapeutic staff on site. We need calm-down rooms. Absences, we need a truancy offices for elementary schools.
4/25/2017	Public Forum 3/11/2017	Parent	How do they plan on making the 'consequences meaningful'. Will there be workshops to teach this to the staff at each school? Will these be required? Who will be leading the intervention? "Core value expectation"-will be promoted with assembly-Are these required? "Access to books and other reading material for supplementary and recreational use"-will libraries be created in schools that don't currently have them? Are additional staff going to be hired to fulfill these new ideas and rules? How many hearing officers does TUSD currently have? Options to enroll in "Life Skills" class does this class have any development help by a qualified person? How many of these teachers does TUSD currently have? How many site coordinators does TUSD currently have with the RPPSC? how would a choice of 'teen court' be decided, who decides this? Who hires the PBIS, are these additional staff that will be hired? or is this an additional responsibility put on teachers? Who screens the safety line, how are the leads followed up on? How is the IBP, or individualized Behavior plan, created, is it like an IEP? Who will be teaching the coping skills in the plan? Does the parent need to request the IBP in writing? I find that if plans do not have a specific designated person often create the most discouraging environment. I feel for the burden of the teachers and hope they are well supported and given opportunity to received support.				
4/25/2017	Public Forum 3/11/2017	Parent/Comm member	Consequences for student's using racial slurs and derogatory terms such as nigaboo and/or nigger is not implemented on a school level nor governing board level. It needs to be addressed and not allowed in schools. No guns, drugs, alcohol rules are applied. "Be Kind" means understanding the use of racial slurs and derogatory terms are offensive. Teachers need training on cultural awareness. When teaching students from a variety of ethnic groups learning about their students individual culture is prevalent to academic success.				

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4/25/2017	Public Forum 3/11/2017	Parent/Comm member	Website is adult friendly-web links are hidden within blocks of text. The dates should be centered as this is the vital piece of information that we want parents to have. You mentioned that MTSS is both academic and behavioral. Where is the handbook of MTSS notification for parents that is centered on academic intervention? Staff and Faculty need to be aware of their own culture and biases they bring into the classroom. ARS 13-3620 does not apply to when police officers need to be called. This is a misconstruction of the statute. Are all teachers trained in MTSS? There are limited opportunities for parents to partner with schools. The forums do not wish to have a dialogue, as evidence by the feedback structure. There are limited opportunities for parents to partner with schools other than disciplinary action. Can we include language that makes parents a part of school climate and the process of schooling? Are all teachers trained in MTSS? Where is the manual for MTSS academic standards? ARS 13-3620 deals specifically with neglect and abuse-this records who is required to report not when the police should be called. Has the district made the 13th documentary a part of the professional development process?				
4/25/2017	Public Forum 3/11/2017	Teacher	There can be one or two students in a classroom who have such persistent disruptive behavior who can severely interrupt the learning environment for every other student in the class. How do you balance the civil rights of students to receive an education with exclusionary process and concern of removing students from class?				
4/25/2017	Public Forum 3/11/2017	Teacher	Page 3 "Students should always be allowed to respond and provide their perspective on the incident". 1. Do they have the right to make sure investigators seek an interview with witness they identify? 2. Do students and parents have a right to view/copy district-owned video footage of incidents? 3. What if there a known cellphone footage of the incidents (ie. a fight)? Is there any obligation for schools to try to obtain that footage in order to clarify who was involved or who was at fault? 4. Is sending a kid out to a 'buddy room' considered an exclusionary response? Is sending kid to alternative school exclusionary, or what about ISS? 5. Do I understand you can only suspend if kids are endangering safety (physical) of students? Can you suspend for being persistently disruptive? I.e. kids makes no physical threat but had a pattern of name calling, using profane language, throwing paper, etc.?				
4/25/2017	Public Forum 3/11/2017	Parent/Teacher/Staff/Comm Member	Why is the burden of not dressing 'distracting' heavily laid on the responsibility of female students? You can have whatever 'code' you want but if administrators undercut coaches and teachers, it does nothing in the end.				
4/25/2017	Public Forum			Too wordy, simplify.		Other	Needs work
4/25/2017	Public Forum 3/11/2017			There is something to work with and I think there is a start!	The use of universal ASBA policies as TUSD governing board policies. No clear chain of command beyond the principal and the district. What is the intermediary?	No	There are some changes that still need to be considered.
4/25/2017	Public Forum 3/11/2017				The dress code in the draft of conduct does not match the governing board policy JICA published online.		

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4/25/2017	Public Forum 3/11/2017			Focus on positive supports for students. Keep kids in school, learning.	Teachers need training on how to build relationships and provide interventions to 'trauma' students. Many teachers, currently want these students removed from class and don't want to address their needs, or know how to.	Yes	
4/25/2017	Public Forum 3/11/2017			Offering these forums is allowing parents to have a voice.	Racial slurs and derogatory terms being used by students, teacher, staff and governing board members. Consequences need to be implemented in student/parent responsibilities.	Yes	
4/25/2017	Public Forum 3/11/2017			Thanks for saying (page 4) that a teacher can put a kid on a 'daily' report card on behavior, task completion and achievement. I was told at one school only an admin could do that.	See comment below (additional comments) You need to settle the question of if sending a kid to a buddy room, ISS, or alternative school is exclusionary.	Other (not yet)	I support the idea of building a restorative justice system. But we need to be sure teachers get the training in de-escalation techniques and they get back-up. They need training in community-building techniques. The district needing to back up anti-bullying programs with money. In other communities they start laying ground work for positive school climate by working with student leaders over the summer . For instance, in-coming 6th graders who are identified as leaders meet 7th & 8th grade leaders in the summer and are training in anti-bullying techniques. These groups of kids may work together to pain a wall or help incoming teachers set up their rooms,. The football team practices in summer gets a session on being positive leaders and repsin their schools. Schools offer social skills training to all kids, or kids identified as having difficulty making friends.
4/25/2017	Public Forum 3/11/2017			I appreciate the clear and concise manner that the forum was presented. The explanation was helpful. Presenters handled the harshness of some of these parents very well.	Many elementary schools do not have assistant principals. I am concerned with the extra supported needs of the teachers who are already taxed. I have never in all my son's K-6 did I see these teams, social	Yes	Just concerned that some kids get singled out, I hope that the district will recognize this and protect the rights when teachers or principals are not reasonable.
4/25/2017	Public Forum 3/15/2017	Parent, Teacher, Comm Member	Why is it a principal has to get permission from their leader or academic director to suspend someone? Why are the rights of the 'bully/aggressor' stronger then the rights of the victim? Why are we not partnering with more children mental health systems to provide wraparound care for these children with persistent misconduct? Why don't we have more "safe rooms" that are staffed to handle children that are violent or disruptive at the elementary level? It is not reasonable to expect one principal of 500 plus students to handle this?				
4/25/2017	Public Forum 3/15/2017		The signed paper in the blue book should be treated as a contract not an acknowledgement. High schools should not be allowed to enter the classroom without a signed paper. Holding them accountable just like their vaccinations! Blue books get thrown away and never read. I read the book to my kids, all 4 of them. 2 at Davis Bilingual and 2 at Pueblo Magnet.				
4/25/2017	Public Forum 3/15/2017	Parent, Staff	Is there a way to provide funding for a detention teacher/Saturday school teacher to all schools to enforce discipline and support our teacher and students.				

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4/25/2017	Public Forum 3/15/2017		Why was the strict matrix taken out of the Code of Conduct?				
4/25/2017	Public Forum 3/15/2017		What if the MTSS process is lacking in supporting teachers with behavior problems in class?				
4/25/2017	Public Forum 3/15/2017	Parent, Comm Member	What type of behavior do you deem appropriate for the removal of a student from the classroom?				
4/25/2017	Public Forum 3/15/2017	Teacher	Will the district provide a template or form for behavioral intervention plans? Would it be possible to have a place like SharePoint or on the intranet web portal where teachers could document and have access to documents or resources that are district wide?				
4/25/2017	Public Forum 3/15/2017			Very user friendly-much more than the current version.		Yes	I greatly appreciate the emphasis on community and safety.
4/25/2017	Public Forum 3/15/2017				Page 2 Introduction: 2nd sentence, when we define use of harsh school disciplinary such as out-of-school suspension, expulsion and arrest or referral to the juvenile justice system fail to create safer school or promote school success is indeed not harsh based on what the student has done.		Punishment should start low and finish high.
4/25/2017	Public Forum 3/15/2017	Teacher		Flexibility, definitions of violations	Include 'students' on page 2 (we ask parents and guardians take responsibility). We need increase of staff (counselors, social workers, etc.) to implement Level B.	Other	I need to read it more in-depth.
4/25/2017	Public Forum 3/15/2017			Flexibility of the Code of Conduct clear and concise	All schools need full-time counselors, social workers, etc.	Yes	Thank you!!
4/25/2017	Public Forum 3/15/2017			Friendly user- easy to read and understand, flexible.	Disruptive students need more support and a place to go out of classroom so other students can continue to learn.	Yes	
4/25/2017	Public Forum 3/15/2017	Parent, Staff			Schools need more support with Attendance. Not having a truancy to support we have students that come when parents or students feel like coming or on time to school. Does the Attorney General's office still get involved?		
4/25/2017	Public Forum 3/15/2017	Parent		It has been great seeing an approach to discipline that attempts to address the root causes of misbehavior.	Giving more resources to the schools so that they can implement the strategies without taking up time away from classroom instruction.	Yes	My top priority is for my children and everyone in the school to be safe.
4/25/2017	Public Forum 3/15/2017				When a student throws an item at a teacher, support staff, administrator one time, that student should be escorted out of the classroom and sent home immediately and forfeits any point for school work.		There is no avenue for parents to be trained on the Code of Conduct. All parents/guardians should be required to attend a session on the Code of Conduct within the first 4 weeks of the beginning of the school year.
4/25/2017	Public Forum 3/15/2017				Table A doesn't address the issue of the student who continues their misbehavior and is allowed to be passed from one teacher to another teacher. Also students know that teachers/administrators are bound by the IEP and they are the worst misbehaved student.		
4/25/2017	Public Forum 3/15/2017	Teacher, Staff			Bring back Capturing Kids hearts-strong relationship building is key to classroom management; the term "tights" under dress code needs clarification due to jeggings, leggings, etc.	Yes	
4/25/2017	Public Forum 3/15/2017					Yes	It seemed like it is getting very lax! It needs to be more stern.

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4/25/2017	Public Forum 3/15/2017	Parent, Teacher, Comm Member		Focus on restorative measures-positive language.	Lack of matrix to guide consequences for repeated serious and disruptive behaviors that aren't impacted by restorative measures.		Steps in the process seem redundant-if persistent negative behaviors keep occurring, the plan doesn't seem to address them-page 7.
4/25/2017	Public Forum 3/15/2017	Parent, Teacher, Comm Member		PBIS , Restorative Process, Identifying root of problem (yet many staff don't have training to do this.)	Part 1-Introduction; should include the right to feel safe physically and emotionally. The right of the perpetrator is more highly protected than the victims. Table 1 Level A does not allow a teacher to send the student to another classroom to reset. MTSS members are teacher. It does not allow a teacher to implement loss of privileges in the classroom. Level B responses require full time staff. In a school of 600 we have a part-tim school worker and school psychologist. We need a room that is staffed to handle disruptive students/violent. Need more BIT staff and teacher training. Level B responses don't exist at all schools i.e. afterschool programs, student equity success specialist, case manager.	Other	Needs revision but better than current code need to provide more support to teacher, principals and victims.
4/25/2017	Public Forum 3/30/2017		My daughter gets frustrated when students disrupt the classroom by being loud, talking back to the teacher but she gets more upset that the teacher doesn't do anything to removed the disruptive students. This becomes a daily thing, instruction time ends up being shorten. How can this be addressed? Cell phones are great for communication however at the same time can be a distraction in the classroom; its sad to say but some students do not come to school to learn but to socialize; some teachers allow cell phones and others don't. What can be done so that teachers are consistent with cell phones? (Particularly in high school)				
4/25/2017	Public Forum 3/30/2017	Parent	Why isn't equity work/accountability done at the sites? Why isn't the fact that a policeman must be called when a teacher is assaulted included? Where is the focus on restorative circles and PBIS- are we jettisoning those? What about schools that don't have the staff to have full MTSS teams? or that have part time or itinerant MTSS members? Why is called a Code of Conduct? It's mostly disciplinary actions to be taken by adults. What resources are available to parents when there's a suspension?				
4/25/2017	Public Forum 3/30/2017	Staff	What are the major differences between the one TUSD now has verses the draft? One of the biggest issue is poor parenting connection. Some parents do not respond because they get tired of hearing about their child's behavior. What then, if parent has no follow through?				
4/25/2017	Public Forum 3/30/2017		Where is the AZ Revised statute 15-841? That establishes the placement review committee - rights of teachers to remove a disruptive student? Also, cited in the TEA consensus. Will each school be assigned an MTSS position to work on this - as it is now other personnel are filling in and therefore their main assigned responsibility is left behind.				
4/25/2017	Public Forum 3/30/2017		July 2015 article in the Star reference counseling verses long/short suspension. How did/How is going do you feel? Paper said we will spend \$500,000 on it. I think it was a good idea.				

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4/25/2017	Public Forum 3/30/2017		It says you don't want to suspend in elementary school, that is where bullying starts. Why not address wrong behavior at a young age? On page 12 last sentence 1st paragraph, who decides and how do they decide if situation can be handled without law enforcement? Does ARS 13-3620 include students causing physical injury to other students? How many infractions determines it is persistent misconduct?				
4/25/2017	Public Forum 3/30/2017		Will TPD or Sheriff's be called on all ARS violations? If not all, why not? Where on table of A, B, C is violence? Who determines the severity of beating up? Isn't violence, violence? Why is possession of drugs only a table one when it is illegal?				
4/25/2017	Public Forum 3/30/2017		Is there a list of infractions that indicates what consequences it incurs? What happened to the levels of infractions that used to be listed? I see lots of help for the offender in this but I don't see in this document help being a priority to the victim of a bully.				
4/25/2017	Public Forum 3/30/2017		What is the depth of the scope of addressing the 'root causes'? For example, if an offender is the victim of trauma from sexual abuse, is TUSD qualified to address this root cause?				
4/25/2017	Public Forum 3/30/2017		Wouldn't it be more beneficial to students to have the 1-5 current levels spelled out instead of the vague table 1-3, with discretion left up to whomever? Levels are clear cut. Tables are subjective				
4/25/2017	Public Forum 3/30/2017		Are you saying that if John beat up Tom, he may not be suspended because you might think he won't do it again? Why restrict cell phones in H.S when that is how we hear about lock downs? What are the victim rights? And where are they? Were parents from each school on committee that created this? Why is dress code sexist in assuming that a female's body is a distraction to boys?				
4/25/2017	Public Forum 3/30/2017	Parent, Teacher	Why do you continue to emphasize support of those students who disrupt daily or consistently to the detriment of all of the other students. My student tells me that in some classes there are students that talk and disrupt class almost daily. The teacher spends 10-15 minutes of class time to address this. This happens 2-3 times per week per class. This costs my child 3-4 hours of instruction time per week/weeks worth over a year. Why didn't you address this in your plan?				
4/25/2017	Public Forum 3/30/2017			This would be a good Code for an alternative school. Teaching schools need to teach!!	This doc continues to concentrate on keep behavior challenged students in the classroom to the detriment of those who want to learn and behave well. This creates under performing school as a result of 5% of the total population. Oversize classes-(27) threw 7 or 8 extra kids of whom 1-2 have behavior issues-then make the consequences, consequences for the teacher not the student will not fix behavior. How does MTSS fit in here? Synergy-behavior issues are recorded but not use/seen by or monitored by discipline plan. Ten-20 write ups for a student go unnoticed. Utilize the system and use written notes to determine behavior issues.	No	Give real consequences and move difficult students out of the general public.
4/25/2017	Public Forum 3/30/2017				Interventions require much one-on-one attention which current staffing levels can not support. As a teacher, this reinforces the feeling that TUSD expects me to be a babysitter first and a teacher if time allows. Many, if not most, persistent disruptive students have problems that can only be legally addressed by parents or guardians. I have seen no improvement in behavior by any students currently in our MTSS. It is a huge failure.	No	

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4/25/2017	Public Forum 3/30/2017			3 levels of Conduct	Very difficult to comprehend and long for some parents	Other	
4/25/2017	Public Forum 3/30/2017			Table One -Disciplinary Responses; teachers are able to get ideas on how to handle disruptive students in the classroom.	1. Out of classroom-cool down. Teachers especially in elementary have students sit outside classroom-who is supervising student? 2. Didn't see much about 504 students	Yes	
					Impossible to share with student so they understand it and parent for that matter.	No	