

**Code of Conduct Public Forum**  
**Sahuaro High School Auditorium**  
**February 20, 2017**

Public Forum began at 6:05pm

*Sign in sheet was made available in the auditorium foyer.*

Dr. Morado introduced himself by welcoming everyone who was in attendance. A Spanish translator was made available for anyone needing translation. Statement was given in Spanish but there was no one in need of their services.

The forum continued with Dr. Morado giving a summary of the current district GSSR. It can be a difficult task to align these disciplinary measures with our new PBIS so the district hired a consultant, Jim Freeman to help with this process. Around April 2016, Mr. Freeman submitted his data from working with a multitude of focus groups.

Draft Code of Conduct: By working with special masters and plaintiffs, Department of Justice was vetted thru these groups from April through summer and then the better part of Fall. We worked thru the any issues they had. Governing Board was presented the Code of Conduct with the feedback from the working group and the focus groups but Governing Board is asking that we hold public forums and tonight is one of six.

The outline to this forum will be us going over the Code of Conduct and then if you have any questions we will do our best to answer them at the end. *Feedback cards were passed out; the comments will be given to the GB by way of Superintendent and then that body will decide if the draft of the Code of Conduct will be altered or stay with what has been proposed to them.*

Draft Code of Conduct this four will consist of:

- Review of the contents of the draft code of conduct
- Major concepts of the code of conduct
- Question and Answer session

However, if any of the participants have specific issues, directors from high school and elementary leaderships are available to assist you after the forum.

Michael Konrad, Director of Middle School, went through some of the major parts of the code of conduct. This will help everyone to have a clear understanding of how it is laid out which is in four parts. Mr. Konrad listed the four parts.

Part 1: Introduction – Student expectations; what is in place to help ensure the safety of the students; strategies pulled together to promote success for all students.

Part 2: the most detailed and the longest part; Disciplinary processes, table of discipline; persistent misconduct and our safe school protocols; law enforcement and lastly how administrators and students use the code of conduct.

Part 3: this part speaks to the students' accountability and what there expectations are at the school site.

Part 4: this is the Appendix or Glossary section that best describes offenses and their definitions, Governing Board policies are listed in this area and parent and/or student due process.

The Disciplinary process: standard of expectation for students; when we look at behaviors that involve us looking at the Code of Conduct, on the bus to school, at school and on the bus going home. General criteria for discipline responses (focused on the root cause of those misbehaviors that may be evident and to ensure the discipline is reasonable and keeps the students in the classroom.

What do consequences look like? This part is broken up in three levels by the level of services and the level in which school staff that are involved in each level. This may range from the teachers in the classroom to second level of school staff (anyone not a teacher) to the third level and most serious which is reserved to the administrators. Admin is not restricted to level 1 or 2 but anyone in lower level cannot discipline in the higher levels.

The GSSR had a strict matrix with 5 levels; this Code of Conduct draft is more flexible to allow us to look into why the infraction occurred, what is the necessary discipline to the infraction or root cause, not solely “tying” an infraction to a standard discipline. More flexibility for a student and administrator is a good thing.

Persistent Misconduct: How do we address student behaviors when the consequences do not stop the conduct? Multi-Tier’d system of approach, so that not just one teacher or one admin is handling the discipline but a team that will look at the root cause and utilize a behavior plan. There is still ISS-In School Support services that may be provided which comes with more support for the student.

Safe School Protocols: Out of school suspensions; limit school suspension when possible and only use them at a last resort. Continuous threat; forward looking, legitimate physical harm, should that individual stay on campus? That is when a student can be suspended off campus to suspend off campus to keep other students safe on campus. Suspensions should be limited to 1-3 days; if a longer suspension is needed the site admin contacts their director. Develop an academic plan to bring student back and for the student to be successful.

Code of Conduct Table One: Mr. Konrad went through the three levels of the table. Persistent Misconduct flow chart and Safe school misconduct will be the one with the suspension piece.

Mr. Munger, Director of High Schools, went over the next part of the presentation.

How and when you contact Law Enforcement: When needed to protect the physical safety of students or staff; when needed to address criminal conduct by someone from outside the school community; when needing to collect illegal drugs; we call as required by Arizona law.

When is the Code of Conduct used? It is a guiding tool when one interacts with student to address student behaviors; keep consist with best practices and what’s best for the student. Our goal is to keep consistency within the school and with other schools across the district. We want our principals to communicate due process, make sure students, staff and parents are aware of the levels of discipline. This should begin at the start of school year to ensure all parties understand the process. This will enable us to hold fidelity to the process.

Code of Conduct serves as the notification to parents to what the student is held responsible for and to what standards. Understand the expectations, understand the protocols and procedures and ensure appropriate actions are taken. This way parents can hold the teacher, staff member, admin and their student accountable.

Accountability: This is where we have checks and balances and look at the data for any trends. We ask ourselves “Do we see a pattern?” Data Monitoring occurs for each site and across the district. This can occur within each site or at the district level and especially by the MTSS coordinator.

Complaint process; a manner in which the site can address parent complaints. We will develop a School Discipline or a School Climate Committee. We want to be aware of where we have areas of concern or disproportionality of a specific group. The complaint process that is in place now is; there is a form online that goes to Charlotte Brown and she funnels this form to the appropriate Leadership director who then addresses the complaint with the school.

School Discipline and School Climate Committee: Mr. Munger spoke on what that committee would be apprised of and how that would look.

Appendix 1: This section lists the violations and a description of what the discipline would look like. GB policies that correlate with each description JICK-R that speaks to Bullying ARS statues would be applicable in those areas of offenses.

Appendix 2: Glossary of Terms: Parents and students can reference this area for definitions.

Appendix 3: GB regulations and policies: gives examples; GB policy on hazing-afterschool activities; sports related not just in the classroom, etc.

Appendix 4: Student and Parents rights: Due process rights-this outlines or notifies parents of their rights along with the rights of students.

Lastly, the Code of Conduct Acknowledgement form. We take the parents rights seriously and give every opportunity to provide the best outcome. This form should be returned signed and returned to the site within one or two days.

Dr. Morado ended his presentation with announcing the following:

- More district events: IMPACT TUCSON
- School Safety Tip Line – Bullying prevention hotline,

### **Questions from the audience:**

**How will you and existing staff be trained?** Once Governing Board votes and approves the Code of Conduct we then will begin training our 131 principals hopefully during the summer Professional Development; then they will work directly with their faculty or they may decide Leadership will come in and train their staff.

**How will the school train students on the current guidelines of responsibility?** Principals can hold grade level assemblies, visit each classroom and talk to the students through the document so they understand the expectations of the Code of Conduct.

**Assuming the Code of Conduct is adopted by the GB how will this rollout?** Again, we will use the summer to train administrators and as the teachers return from their summer break usually they will come back on contract three days before students arrive, and it will be described to the teachers then.

**How is the Code of Conduct in relation with state laws? Is there a cost comparison? Is there a cost of hiring a consultant? Printing documents has a cost, correct?** TUSD is keeping with state laws and yes there would be cost in professional development, cost of the consultant that was hired to help compile information and formulate the Code of Conduct, cost in publication of these forums but we do not have a cost comparison to other districts but please keep in mind this is a very large district.

**Without a firm clear action plan or matrix, this document can lead to inconsistency in disciplining students; can leave too much to subjectivity and therefore no consistency from one school to the other.**

**For example, how would this document have affected the discipline over the past two years?** If we had the document to work with the last two years specifically at Secrist, we would've used Level C for example. What is the current Code of Conduct for a Superintendent and for Principals? For that there is Governing Board policies. How to keep from having inconsistencies if the more difficult challenge Dr. Morado added. Teachers are different and they teach differently and have different classroom management techniques. For instance, teacher A and teacher B discipline differently within the classroom-you will always have different teachers with different relationships with their students from class to class, with respect to one being stricter or less strict than their colleague next door to them. We can also have a few classrooms that need better class management, that's a given in a district this size. We will always have a certain amount of flexibility, but where we want the lesser amount of inconsistencies is in the area of discipline. How does one address the plaintiffs if there is a dialog that indicates students are not disciplined consistent and fair? There was extensive dialog between TUSD and the special masters and with the plaintiffs on this subject and that is why we have the same glossary and the same discipline expectations as the current discipline regulations. We have over 2,500 teachers and it is difficult to monitor but we want to be consistent in the approach of how we discipline students.

**Law Enforcement should speak to a student with an attorney present.** Public participant did not agree that a parent should be called after Law Enforcement conducts their interview stated on page 12, paragraph 4.

**What happens if family does not sign consent form is not signed and returned?** It still is in effect.

**Do not like the last three pages with different fonts, make an attempt to keep the fonts the same, more professional.**

**Page 3 using "shall" instead of should; reads like you are asking permission.** The author is writing to several different audiences; administration, parents, students and for the community. Keeping that in mind it was something that led to the complexity of the process, to be able to be direct. Point taken and we will do our best to clean up the document and the fonts.

**Does the Code of Conduct prevent a school to come up with their own tardy or dress code policy through Site Council?** You can't have rules that cause exclusionary discipline but basic rules that make the school run better and do what works best for their students, but you cannot suspend a student based on additional rules. They have to be district wide policies.

**Questioned who the academic director is when required to connect with them for discipline?** Leadership director of that school; and keep in mind this is not to get 'permission' but to keep everyone kind of 'in line' to ensure that all markers have been met, and in line with what is in the Code of Conduct.

The Governing Board may accept the Code of Conduct the way it stands, but if they make changes it must be vetted again thru special master or the GB has the option of refusing the Code of Conduct and keep the current GSSR?

Next public forum: Thursday March 2<sup>nd</sup> at 6:00pm at Cholla Magnet HS Auditorium

Meeting adjourned at 7:30pm