

**Code of Conduct Public Forum**  
**Cholla High School Auditorium**  
**March 2, 2017**

Public Forum began at 6:08pm

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

Dr. Morado introduced himself by welcoming everyone who was in attendance. Small group tonight, small but mighty! 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 was revised in 2008 and updated once more in 2013. In November 2015 the Superintendent advised the Governing Board that the current GSSR needed to draft a new Code and this was based on several reasons. The Governing Board accepted the Superintendent's recommendation to hire a consultant. 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 draft of Code of Conduct from the data he collected working with a multitude of focus groups, students, parents, teachers, administrators and specific constituents. In January of 2017, we went in front of the Governing Board and explained the process of Jim Freeman's work, explained the multitude of meetings with focus groups and the board decided they want to the document to be offered to the public by way of public forums.

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. We are not here to sway you, we are here to take your information and questions and gather feedback. If you have any personal issues and would like to address those issues, we have directors that can meet with individually 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: Main portions of the document - 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: Accountability - this part speaks to the students' accountability and what their expectations are at the school site and the way the staff utilizes the Code of Conduct.

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.

Introduction: Six expectations of district staff,

What are our primary expectations? The Six B's for students

Protecting students and ensuring their safety and our desire to promote success for all students from K-12 to ensure the matriculate through our schools.

Main Portions of the Document:

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.

The Discipline table: The Discipline Table includes three levels of response from classroom to support staff to administration. No strict matrix equating specific consequences to a specific infraction and this gives more flexibility to student successful and goal is to prevent continued or persistent misconduct. We handle these persistent misconduct violations through the Multi Tiered system of support. We will take a team approach looking at the root cause and can also develop a behavior plan and utilize it and continue to reflect on the plan and make adjustments to discontinue the bad behavior. This can also lead to more intensive in school support services to assist the staff and student to work with root cause and find solutions.

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 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? This does not mean that when a child continuously refuses to bring a pencil to class, that is not continuous threat 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. Suspensions of 11-180 days is still possible in extreme cases. Explains the hearing process of a long term suspension.

What is our standard of expectations for students? Students sometimes have this concept that rules only apply when in a class or on a campus that any other time, rules do not apply to them. This document shows that rules apply to their behavior at school function, sports venue or on their way to school and on their way home. When behavior may trigger discipline consequences we want to focus on root cause, address student needs and minimize the classroom removal and not have student missing classroom instruction.

It was at this time that the Code of Conduct draft was reviewed. Part 1 and 2 was explained to the group.

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. This is where the discipline consequences are. Level A – Classroom responses to make sure teachers are armed with the strategies and tactics used to work with students to be successful. Level B – is the next tier of support that might be utilized as support. This is for more site staff that are available to come in and assist the teacher. This can include support before and afterschool and during lunch. Level C – These are consequences and interventions that only administration can issue. Mr. Konrad gave examples on what that would look like. Not specifically tied to individual infractions. This guiding philosophy of looking a root cause may be that the specific student would need the level of flexibility that this document provides.

Summary of Persistent Misconduct Table and Summary of Safe School Protocol and Michael Konrad introduced the next speaker.

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. Primary goal to keep staff and students safe; when needing to collect illegal drugs; we call as required by Arizona law.

How administrators use the Code of Conduct? 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 understand their expectations whether it is on campus, at school functions, sporting events, on their way to school or home, 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 across the district.

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 district looks closely at. How does the actions correlate with the discipline? we have checks and balances and look at the data for any trends. Look at reports twice a week and once a month. 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 specific groups. 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. Quarterly discipline review and comparison from last year's data and trends.

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 state statues would be applicable in those areas of offenses. Key characteristics that defines for instance fighting as opposed to an assault, etc.

Appendix 2: Glossary of Terms: Parents and students can reference this area for definitions. This part is necessary when a parent or student reviews and makes as user friendly as possible for understanding purposes. Explain what specific words may look like i.e. plans and who is responsible in its application.

Appendix 3: GB regulations and policies: gives examples; GB policy on hazing-afterschool activities; sports related not just in the classroom, etc. Shows what an abeyance policy or contract looks like. Goes on to defined equal opportunity in education, student attendance policy, and other critical board policies.

Appendix 4: Student and Parents rights: Due process rights-this outlines or notifies parents of their rights along with the rights of students. This applies to 504 and IEP, annual review of privacy rights.

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 April 8<sup>th</sup> at Palo Verde HS
- Our next Public Forum is Saturday March 11<sup>th</sup> at Catalina HS at 9am
- Bullying and School Safety Tip Line – Bullying prevention hotline,

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

1. Why do you continue to support a student who continuously disrupts the classroom? *As a result of the Code of Conduct the consultant worked with a variety of constituents and we do not want to leave you with the impression that a student can be disruptive and there are no consequences.*
2. My student tells me that in some classes students talk and disrupt daily and the teacher spends up to 10 minutes daily to address this. It happens to be daily and adds up to weekly instructional time that the student is not receiving and why aren't you addressing this in the Code of Conduct? *This is persistent misconduct and students should be held accountable.*
3. Are you saying that if John beats up Tim that he will not be suspended because he won't do it again? *What we mean is we are looking at the severity of the altercation, what was the nature, how difficult was it to break up? This splits in a couple of lines. Minor aggressive act or Major? Mutual assault, what disruption did it cause? There are considered 'exclusionary' discipline and those students that act with physical aggression and beat each other up will justify the exclusionary discipline.*
4. Why do you limit the use of cell phones when this is how we know when there are serious issues and lockdowns? *We do ask that adults do not take cell phones from students. Sometimes the students get their message to parents quicker than we can get the parent link out is the nature of the statement.*
5. Where did the focus group come from? *We got parents from cross sections of the city, parents of students that never get in trouble and parents that their child is in trouble a lot that help to make up the focus group.*
6. Why is the dress code sexist? Why it is assumed that a boy is looking at a female body? *Statement is well taken and we can take that into consideration.*
7. Why isn't equity work accountability done at the sites? *Compilation of data goes through Student Equity dept. Why is the principal trusted? That person is looking for anomalies. Was the student's rights violated. They also address the issues that one site may not be disciplining given consistent with other sites, across the district. DOJ and plaintiffs have pointed this issue out the most and why*

*the Equity office is the accountability piece. We look for trends and patterns, influx of discipline at a particular school and why this happening is, PBIS should be more affected. Monthly Site Data reports help principal themselves see trends or see where particular areas on their campus is where more infractions occur.*

8. Why isn't TPD called when an adult is assaulted? *We do, and are given the option to press charges. Sometimes the teacher just won't.*
9. Where is the focus on restorative circles or PBIS? *We struggle to get someone to come in and work with our administrators train on restorative circles but we continue to look for someone and have recently found someone so training will start in April and again in the summer. PBIS is good and Fred Jones on classroom management.*
10. Why is it called a Code of Conduct? *Nothing here talking about student conduct it is 28 pages of consequences.*
11. What research is available to parents when there is a suspension? *We need to make sure students have access to their school work and upon return, have the material given to them for make up.*
12. What are the major difference of the Code of Conduct the
13. Poor parent connection, they get tired and do not want to hear what the child has done and refuse to help discipline the child. It is a significant challenge, he won't have the advantage to make the school safer with less issues
14. Where is the ARS 15-841 that gives the right of a teacher the ability to remove a student from the classroom? *When that mechanism is in place, the committee determines whether or not the student is to return to the same classroom or into a different classroom or alternative setting.*
15. Will each school be assigned MTSS personnel since this will require a staff member to work on these plans and their duties will be neglected? *We will most likely have to hire more staff like behavioral interventionist.*
16. We do not want to suspend in elementary that were the behavior begins, why? *Consultant sees that very detrimental to the student success due to the young age.*
17. Who decides when Law Enforcement should be called or not? Last sentence in paragraph one on page 12. Administrator judgement call?
18. ADD A FOOTNOTE ON WHAT PERSISTENT MISCONDUCT WOULD BE.
19. How many infractions before it is
20. Where do we suspend for violence? Page 4 level c the word is not there but this is where it would occur.
21. No help for the victim or the bully just the offender.

Forum adjourned at 7:50pm