

Code of Conduct Public Forum
Palo Verde High School Auditorium
March 30, 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. 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 of 2015 the Superintendent advised the Governing Board that the current GSSR needed to be updated to support the district's way of disciplining students and this led to drafting 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 from the Denver area, 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 the end Mr. Freeman worked with about 15-16 different focus groups. After pulling out about 20 people from the previously interviewed groups a working group was formed and it was here the Mr. Freeman went to work on developing the Code of Conduct. 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.*

We had an opportunity to sneak another opportunity to gather information in addition to the four forums which was the SSAC meeting held yesterday that Mr. McCollum and Mr. Munger attended. Dr. Morado made sure the group attending that it is not his position to have an opinion of whether he approves the Code of Conduct or not he is here to facilitate the process in gathering feedback from the public, or community.

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

Michael Konrad, Director of High School, showed the group where they can find an online version of the Code of Conduct on the TUSD website. There is a section that encourages a feedback section. Showed the group how it looks and explained the boxes to fill out which is located on www.tusd1.org website. Mr. Munger then began to go over 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. Munger 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.

Introduction: Six expectations of district staff,

What are our primary expectations? Just like we as that are parents take responsibility for supporting students in following the Six B's Be Present, Be on time, Be prepared, Be kind, Believe in yourself and Do you Best.

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 there 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. We need to ensure that we all are using the same language and that we all are informed of common vocabulary, definitions, and adhere to the district's policies.

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 (focuses on or addresses the root cause of those misbehaviors that may be evident and to ensure the discipline is reasonable and keeps the students in the classroom. Door to Door Discipline applies as well as sports, fine arts or school events. 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.

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. **The table is broken up into three parts level a, level b and level c. This doesn't mean that when someone outside of the classroom may not be using the disciplinary responses within a, b, and c. (use the definitions in level b or c) use Rincon notes.**

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 but the behavior is not changing. **There is a process in TUSD that anyone working with a student begin the Multi Tier'd system to have a plan in place to curb the behavior. Sometimes student can move up the level of what the students do to increase discipline. Use the persistent misconduct slide for a, b, and c,**

Safe School Protocols: Out of school suspensions; **suspension limited to those times when a continuing threat is present. Continuing threat; forward looking, legitimate physical harm. Suspension limited in length from 1-3 days, longer than 3 day require safety plan for return as well as academic director review. Suspension of 11-180 days possible in extreme cases.**

Matt Munger showed the group where you can find the code of conduct on the TUSD website in the event they would rather go online then fill out the cards.

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. A table is provided for when TUSD school personnel are required to report the following incidents. **The presence of TPD or Sherriff's department is not indicative of transgressions at the site but could be for the support of safety for an occurrence that is happening in surrounding neighborhoods.**

How administrators use the Code of Conduct? **To ensure we are transparent and use the code of conduct consistently at all sites.** 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.

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. Accountability, data monitoring, complaint process, school discipline and school climate committee. Monthly discipline reports. Quarterly process we evaluate all site data for trends or patterns. We do this to gather our district intervention to address these trends. Quarterly discipline review and comparison from last year's data and trends.

Complaint process; 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. **If for example, Ms. Portillo does not believe her child has been disciplined correctly there is a process in which she can voice her concern.**

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 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. Will alleviate the semantics of whether or not we are using the correct definitions.

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. See it stop it report it, online bullying report that goes directly to School Safety and then given to the directors to work with principals to ensure student safety.

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 8th at Palo Verde HS
- Bullying and School Safety Tip Line – Bullying prevention hotline,

Questions from the audience:

1. Will the district provide a template of form for intervention plans? Yes at trainings
2. Would it be possible to have something on the portal so that teachers can go there to have forms district wide. Good questions we will look into that
3. What type of misbehaviors do you deem necessary to remove a student? Where the learning stops for that student or those of the class. The frequent fliers are hard to address. What if issues are happening at home is causing the disruption and when should they be returned to the class.
4. Why does the principal have to get permission from their academic leader to get permission to suspend? Dr. Morado says to call them is to ensure that we stay consistent and used as a sound board but not to get permission to suspension. What we have done is if the principal is suspended a student outside the scope of a reason to suspend it would be halted or if extensive days are imposed then the director will say that they need to stick to the regular dates of suspension for those violations.
5. Why are the rights of the bully and the aggressor stronger than the rights of the victim? That has been a criticism we have taken with these forums.
6. Why are we not partnering with community faculties in the mental health system? Guilty as charged. We need to do a better job at this
7. Why don't we have more 'safe' rooms at the elementary levels its not reasonable for the one principal to be the only person to handle this? Exclusionary discipline comes into play where a student should be moved into another classroom so that the student can continue learning but in another environment was frowned upon exclusionary discipline as far as the DOJ and plaintiffs were concerned.
8. What if the MTSS is lacking in supporting teachers with the discipline in the class? Teacher should be contacting the principal if this is happening and in turn the principal should share with the MTSS group. If you feel you can't seek union or your leadership offices. You should feel comfortable in being able to report
9. Page 2 second sentence in the introduction.....punish should start low and finish high.
10. Why was the strict matrix taken out of the code of conduct? Jim Freeman felt it was too strict and that there should be more flexibility within the level a, level b and level c. Principals also felt of this when we went over it with them before the forum. Too nebulous

11. Is there a way to provide funding to Saturday school teachers or detention to support the teachers?
We have ISI programs for high school and some middle school.
12. When is the district going to roll out more PBIS training, restorative practice, or with MTSS and more training to help with class management? Fred Jones works with class management. Admin are being trained on PBIS first then we will move to teachers. Restorative Practice needs to be adopted at the site so that when the teacher sends a student
13. Has the district considered training the parents as a mandate to learn with this is about? Good comment and where we need to do a better job at insuring that parents also understand the expectations not just the students.
14. The last page is a form is that going to be addressed if a parent doesn't sign it? A signature is that they received the booklet.
15. Request the name be printed on the form and not just a signature. How do your read some of the names
16. As MTSS we sit in a team at our school is their money for more school psychologist or social workers? They are difficult to find but we would like to hire more.

Meeting adjourned at 7:30pm