

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Front Page	i	left justify title and words. Change title font to a clean font, font is hard to read. Do not use italics at the bottom. Do not use all CAPS or center justify, it is hard to read for low literacy	Reviewed	N	
Front Page	i	The title of the document should be bold and clear on the front cover	Reviewed	Revised, page i	
Safety Zone / Table of Contents	ii	Page 2- school safety number should be more prominent- larger font	Reviewed	Revised, page 2	
Safety Zone / Table of Contents	ii	have "your school is a safety zone" inside the front cover, make larger. No caps and no italics. Page 3 would become the page for the discrimination policy and table to contents. No larger font for table of contents. No CAPS, or you can make the discrimination statement on page two and leave page 3 as the table of contents.	Reviewed	N	
Safety Zone / Table of Contents	ii	Suggest bullets on Table of Contents pages 4-12 like the items below. Otherwise it looks like all items are negative because those are bulleted	Reviewed	N	
Acknowledgement Form	iii-iv	Code of Conduct Acknowledgement Form either first or last page	Reviewed	Moved to front of the book, pages iii-iv	
Acknowledgement Form	iii-iv	spell out school year (SY)	Reviewed	Revised on page iii	
Acknowledgement Form	iii-iv	I collect the signature page from the teachers. When signed by both the student and parent, it can be difficult to read the names. A line at the top that says please print student name and grade would be very helpful. Thank you.	Reviewed	Add "(Please print legibly) under both sig lines on page iii	
Acknowledgement Form	iii-iv	"can be measured when" Can be measured when? Or "is measured by the extent to which...?"	Reviewed	N	
Acknowledgement Form	iii-iv	"excellence, safety, personal responsibility, and kindness" [changed to red]	Reviewed	N	

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Acknowledgement Form	iii-iv	"I acknowledge that I have read and reviewed the information in this document with my child." Not strong enough. Must revise. Please provide a different statement for parents and students, as they are subject to different expectations with regard to the GSRR. Do all students have a home room? Consider: For students: By signing this form, I acknowledge that I have read and understand all the information in this Guide for Student Rights and Responsibilities, that I agree to follow the rules as they are set out in the GSRR, and that if I violate any one of the rules as they are set out, as applicable, I will accept the consequences provided in the GSRR. For parents: By signing this form, I acknowledge that I have read and understand all the information in this Guide for Student Rights and Responsibilities, that I agree to assist my child/ren to follow these rules, and that if my child/ren violate any of the rules, as applicable, I will support TUSD in administering the consequences as they are set out in the GSRR.	Reviewed	N	All students have a homeroom
Acknowledgement Form	iii-iv	re Parent and Student Signature Line [change to Month, Day, Year rather than just Date]	Reviewed	N	
Acknowledgement Form	iii-iv	Page 5- Code of Conduct page- if tearing out and returning to school, there should not be anything on the back page	Reviewed	N	
Superintendent Welcome	01	Determines is misspelled in Dr. Trujillo's message to students on the 2018-19 document.	Reviewed	Revised	
Superintendent Welcome	01	should be at left behind front page	Reviewed	N	
Superintendent Welcome	01	remove italics	Reviewed	N	
Basic Information	02	Pg. 4-"has jurisdiction"-this language is very legalistic, probably better to explain at 8th grade level	Reviewed	Replace "jurisdiction" with "authority" on page 2	
Basic Information	02	Pg. 4-"school sanctioned vehicle" School sponsored vehicle? I believe an activity or event, but not a thing can be "district sanctioned"	Reviewed	Replace with "vehicle used for school purposes" on page 2	
Basic Information	02	Pg. 4-"resulting in a detrimental effect" Explain at 8th grade level	Reviewed	Replace with "harmful" on page 2	
Basic Information	02	Pg. 4-Lodge a complaint area-This is not clear. Does this apply to all complaints or just to discrimination, harassment, hazing, dating abuse, bullying, and unfair disciplinary actions?	Reviewed	Replace "Lodge" with "Make" on page 2	
Basic Information	02	"or online...disciplinary actions" This is not clear. Does this apply to all complaints or just to discrimination, harassment, hazing, dating abuse, bullying, and unfair disciplinary actions?	Reviewed	N	This applies to the listed items

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Basic Information	02	Pg. 4-make it clear that it can be a verbal complaint; doesn't have to be "filed" as a written document	Reviewed	Replace "Lodge" with "Make" on page 2	
Basic Information	02	Pg. 4, when/where does code apply-delete extra space	Reviewed	Deleted	
Basic Information	02	On page 4, the first question and third question should use the complete name of the document- Code of Conduct".	Reviewed	N	
Basic Information	02	On page 4 IDEA should be spelled out the first time it is used	Reviewed	Revised on page 2	
Basic Information	02	On page 4, the first sentence under the 4 th question should be (door to door). Language needs to be clear for all groups using the Code of Conduct.	Reviewed	N	
Basic Information	02	On page 4, the first sentence under the 4 th question should be (door to door). Language needs to be clear for all groups using the Code of Conduct.	Reviewed	N	
Basic Information	02	Pg. 4-who are the members of the discipline review team	Reviewed	Added the additional duties of the Team on page 2	The Discipline Director and the Compliance Liaison, see page 2
Basic Information	02	Pg. 4-omit "whenever possible" in 2nd bullet point of What Principles Guide the Administration of Discipline at TUSD section	Reviewed	Removed from page 2	
Basic Information	02	P. 4 – last paragraph, remove the close parenthesis symbol after parents	Reviewed	Removed	
Basic Information	02	Pg. 4-1. Under "When and Where Does the Code Apply?" on pg. 4, clarify or give suggestions as to what "off-campus actions" include	Reviewed	This will be addressed through training	
Basic Information	02	"in the classroom" should not be the goal. The goal should be learning environment, which includes recess, outdoor study, gardens, etc... This goal is restated on p. 7.	Reviewed	Revised, page 2	
Basic Information	02	On p. 4, I am not sure how the school would have jurisdiction over off-campus activities. The standard is much too broad and needs to be narrowly defined. There is too much discretion provided to administrators as to whether something is "disruptive." This should be a legal matter.	Reviewed	N	
Basic Information	02	Pg. 4and 10-What IDEA? Definition. Consider explaining acronyms or making a glossary of terms; Explain the phrase "portal to portal"	Reviewed	Revised	
Basic Information	02	Pg. 4-I like it. Other pages should be in this format	Reviewed	N	
Basic Information	02	Pg. 4-Change to "What is the Code of Conduct?" Remove italics. Students or parents); remove parenthesis	Reviewed	N	
Restorative Practices / PBIS	03	Page 6 – De-escalation paragraph: After reading this paragraph, how many times is "appropriate"	Reviewed	N	
Restorative Practices / PBIS	03	Who is responsible.....Not clear—is it everyone, or is it the instructional faculty and staff? Not everyone?	Reviewed	N	

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Restorative Practices / PBIS	03	What are RP...This is not clear. Consider something like: Restorative practices focus on preventing inappropriate behaviors. They also represent an attempt to reform school discipline measures, to make them less punitive and more educational. The goal is to improve relationships among teachers, students, and the entire school community. Restorative practices teach people how to address power imbalances by promoting relationship-building and understanding. They do not take the place of disciplinary consequences; instead, restorative practices help to improve behaviors and decrease the need for such consequences over time.	Reviewed	N	
Restorative Practices / PBIS	03	How does TUSD implement....Not clear about how they work in school, if a student misbehaves in the middle of class. Is the teacher to continue following their lesson plan? Stop the lesson and form a circle—and, if so, when does the missed material get covered?	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	how does TUSD implement.... And teachers?	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	How does TUSD implement..... Who is trained for this (what position title)? When does this happen? What if none of this actually happens (policy is not practiced as it is written)?	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	How does TUSD implement.....reflection form-To what end? What will happen to the form? Why not require that the student also complete missed classwork? When will student make up missed work if not while in the PIC?	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	What are PBIS-Why is this separate from restorative practices? Are our restorative practices not embedded in a PBIS framework?	Reviewed	N	
Restorative Practices / PBIS	03	How does TUSD implement PBIS-What if this does not happen? What is the consequence? Who is "TUSD" referring to—what person can parents or students go to if none of this happens?	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	Position on EC-Agreed: this is confusing. Consider: Exclusionary consequences are a last resort, so teachers are permitted to send students out of class only if the student's behavior seriously disrupts the learning environment, as determined by the teacher.	Reviewed	N	
Restorative Practices / PBIS	03	When do EC apply-How is safety prioritized? This not clearly written.	Reviewed	N	
Restorative Practices / PBIS	03	When do EC apply-This is not very clear. Due process is different in school than out, but that is not apparent from this language. The language also assumes that readers know what due process is. Also, does this apply to any exclusionary consequence? Being sent to PIC?	Reviewed	Replaced "see Policy JK..." with "see information on DP below, pages 6-7"	
Restorative Practices / PBIS	03	When do EC apply.....disciplinary consequences must be paired -what if they are not?	Reviewed	N	
Restorative Practices / PBIS	03	When do EC apply...learn from their behavior and, where possible -is it ever not possible? Appropriate?	Reviewed	N	
Restorative Practices / PBIS	03	When do EC apply....to protect student, staff or visitor safety -is this necessary? If yes, please clarify	Reviewed	N	
Restorative Practices / PBIS	03	Pg. 7-clarification on the RP/PBIS position and whether this will be an actual paid position or stipend	Reviewed	N	

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Restorative Practices / PBIS	03	Pg. 8-like this page	Reviewed	N	
Restorative Practices / PBIS	03	Pg. 9-clarification on ISI and ISS-please distinguish as to whether we would actually have both or just one and would be based on content instructor or a highly qualified instructor	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	pg. 6-PBIS-spacing problem	Reviewed	Revised	
Restorative Practices / PBIS	03	As an employee, I understand the intent and purpose of all of the information included in the GSRR. It is a lot of information, and the language in the GSRR includes a lot of definitions and process guidelines that seem to be targeted more to employees than parents and students. Maybe the information about PBIS and Restorative practices could be communicated by using a visual or flow chart instead of typing out all of the definitions and processes	Reviewed	N	
Restorative Practices / PBIS	03	Pg.7-Refelction form-What dies that look like?	Reviewed	N	Varies from school to school, and sometimes between teachers for what works best at a particular site or classroom
Restorative Practices / PBIS	03	Page 6- To tie into each school's PBIS, include "Honor your school's expectations"	Reviewed	N (this may be addressed through training or site-based PBIS materials)	
Restorative Practices / PBIS	03	Comments: Page 5 of the new GSRR is unclear as to what we're asking from the students. On Page 6, you mention that "district staff including teachers, counselors, and administrators" can do restorative circles. This seems to exclude Intervention Techs, monitors, aides, etc... Many of whom are trained and expected to run restorative circles.	Reviewed	Revised to state "district staff including, but not limited to..."	
Restorative Practices / PBIS	03	Pg. 7- De-escalate - ..Students will complete a reflection form to help staff de-escalate the situation and assist in helping to restore the student back... -- Will the entire district be using the same type of reflection form – or will each school create one for their needs? - I would appreciate being able to use the one we are currently using.	Reviewed	N	
Restorative Practices / PBIS	03	Pg. 7-, it should be clear that exclusionary consequence cannot include recess time under State law. This also applies to p. 8 under Positive Intervention Centers.	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	formal restorative conferences need to be harder because when a student gets an expulsion of 4 or 5 days and then come back to class they keep doing it.	Reviewed	N	

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Restorative Practices / PBIS	03	<p>A-Small Impromptu circles or large group circles:</p> <ul style="list-style-type: none"> • Small circles: a few people meet to briefly address and resolve a problem. • Small circles are facilitated by district staff including teachers, counselors, and/or administrators. • Large circles: a larger group can meet in a large circle or a classroom circle to discuss issues, answer questions, solve problems, or offer feedback. • Large circles are facilitated by district staff including teachers, administrators, and/or learning supports coordinators. <p>B. How Does TUSD Implement PBIS?</p> <p>TUSD strives to create safe, positive environments by:</p> <ul style="list-style-type: none"> • defining and teaching behavioral expectations; • monitoring and acknowledging appropriate behavior; • providing corrective, appropriate consequences; • providing appropriate behavioral supports (including actions like mentoring, social skills groups, and daily monitoring); • using a team-based approach; and using referral data for problem solving 	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	<p>Who Is Responsible For Implementing Restorative Practices and PBIS? Everyone. At every site. (unclear because below you lists specific responsibilities for staff but not for every one else.)</p> <p>Under the direction of the campus principal and/or the Restorative and Positive Practices Facilitator (RPPF), staff members at every site</p> <ul style="list-style-type: none"> • must understand school rules; • reinforce appropriate student behavior; and • use constructive classroom management, positive behavioral interventions and supports, and/or restorative practices strategies, where appropriate, to promote safe, 	Reviewed	This will be addressed through training	
Exclusionary Consequences	04	Pg. 8-concern about "or longer than one class period" rather than thirty minutes. They asked how long periods go (ewe said 55 to 105 for block periods)	Reviewed	This will be addressed through training	
Exclusionary Consequences	04	Pg. 8- Exclusionary processes is a good addition, but I think there is too much information given. When a lot of information is thrown in at one time it dilutes the message that you want to focus on. For exclusionary practices I would keep the 1st line in the section "what are exclusionary practices", the chart, "when do they apply" and the chart	Reviewed	N	
Exclusionary Consequences	04	Pg. 8-Order of consequences listed under exclusionary practices-intense to state expulsion first	Reviewed	Revised to list positive alternatives to suspension first, and expulsion last on page 4	

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Exclusionary Consequences	04	Pg. 8-the PIC room should be at the top of the page	Reviewed	Revised to move the section on PIC rooms after Abeyance and before ISI on page 5	
Exclusionary Consequences	04	Pg. 8-too many fonts/graph is confusing	Reviewed	N	
Exclusionary Consequences	04	Pg. 8-consequences should be in-school suspension. Students need to really feel they did wrong but taking them out of school is not good	Reviewed	N	
Exclusionary Consequences	04	Pg. 8-What Are Exclusionary Consequences? Exclusionary consequences are disciplinary consequences that remove a student from classroom instruction for longer than thirty minutes, or longer than one class period. These include: • expulsion, • out-of-school suspension, • positive alternatives to suspension (see page 8), and • in-school suspension	Reviewed	N	
Exclusionary Consequences	04	Pg. 8-When Do Exclusionary Consequences Apply? Chart is confusing. Start with level 1, less severe offense to level 4-5 severe. Remove number for exclusionary practices and use bullets. Use dark arrows.	Reviewed	N	
Exclusionary Consequences	04	See chart on feedback form	Reviewed	N	
Exclusionary Consequences	04	Pg. 8-Order of level flow chart-maybe start with level 1 on left and work to level 4-5 on right	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	We worry that under the PICs it says we will provide a short time in the PIC room. We do not have staff for a PIC room during all hours of the school day. Currently we use a monitor only during lunch times.	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	At the elementary school level, we feel we need more information about how an abeyance contract would be implemented.	Reviewed	N (training issue)	
Positive Alternatives to Out-of-School Suspension	05	The term "PIC Room," should say PIC or Buddy Room (since some schools, including our elementary school, use buddy rooms. Not all schools have specified PIC rooms.	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Abeyance Contract Must be Considered for All First Level 4 Offenses (We agree to this new change)	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Pg. 9-maybe use "positive alternatives to out of school suspension" to be clearer....otherwise ISS is confusing	Reviewed	Revised on page 5	
Positive Alternatives to Out-of-School Suspension	05	Pg. 10-we reviewed and agreed on the abeyance -all students given opportunities	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Pg. 8-Fulfilling the terms of the Abeyance Contract? Consider: If the student fulfills the terms of the Abeyance Contract, the student may have their suspension shortened or eliminated.	Reviewed	N	

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Positive Alternatives to Out-of-School Suspension	05	Pg. 8-What happens if administrators do not offer an abeyance contract?	Reviewed	This will be addressed through training	
Positive Alternatives to Out-of-School Suspension	05	Pg. 8-ISS-not clear	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	PG. 8-DAEP.."continue their education...."What does this mean? They can continue taking classes? Where (at Project MORE)?	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Pg. 8-reflection form...What happens to the form?	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Pg. 8-PIC's..de-escalate the situation...what situation?	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Pg. 8-Consider: The purpose of PICs is to provide disruptive students a place to go outside of class. A teacher can send a student to the PIC for a short time only (no more than 30 minutes or the remainder of one class period, whichever is less). The PIC will provide a positive and supportive environment where students can de-escalate if they are feeling angry, overwhelmed, or in need of a time-out. The social worker in the PIC will help students fill out a reflection form and work with the students to develop social and emotional tools they can use to handle their feelings, focus on learning, and return successfully to the classroom.	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Pg. 9- The Draft Code indicates that students “may take a short time... to de-escalate if they feel angry, overwhelmed, or in need of a time-out.” (Draft Code at 6; see id. at 8 (under “Positive Intervention Centers”).) While Mendoza Plaintiffs have no objection to the de-escalation time-outs or the PICs at which the time-outs will take place, the language of the Draft Code seems to suggest that students decide whether to take these time-outs. Mendoza Plaintiffs presume that teachers and other school staff can also make the decision about whether a student should take a de-escalation time out. If they are correct, they suggest that the District revise the Draft Code language to make this clear.	Reviewed	Revised to add "so that a teacher can provide a student a short time..." on page 5	
Positive Alternatives to Out-of-School Suspension	05	On page 9, The statement that the administrator MUST offer abeyance contracts when the violation is mutual combat, should include wording such as” unless there are serious injuries” .	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Page 9. Abeyance contracts must be offered? Does that mean parents cannot appeal?	Reviewed	N	Parents may still appeal
Positive Alternatives to Out-of-School Suspension	05	Clarification between ISI and ISS; is ISI student reassignment?	Reviewed	This will be addressed through training	
Positive Alternatives to Out-of-School Suspension	05	Pg. 9-Abeyance means to not instantly enforce the suspension. An Abeyance Contract... Abeyance Contracts must be offered by administrators when a student has violated the following infractions: <ul style="list-style-type: none"> • Mutual combat (fighting) • Possession or use of drugs or alcohol 	Reviewed	N	

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Positive Alternatives to Out-of-School Suspension	05	Pg.9-ISS is an alternative to short-term suspension where students may be supervised by a highly qualified teacher or other staff member. The students in ISS will continue to receive their core curriculum. (are they excluded from electives or extra curricular activities?)	Reviewed	N	
Due Process	06 - 07	Pg. 12-Does a parent have the right to send their child to school during the appeal? Is the student still suspended if the violation is non-violent	Reviewed	N	No and Yes
Due Process	06 - 07	Pg. 12-The Draft Code (at page 12) describes the appeal process and timeline for longterm suspensions, which can take up to 36 days. However, level 4 long-term suspensions which presumably involve the most common long-term suspensions are from between 11-30 days. Mendoza Plaintiffs are concerned about the possibility that a long-term suspended student may successfully appeal their suspension, but will be unable to do so until they have already served the entirety of their long-term suspension. Mendoza Plaintiffs are however mindful that the timeline provided in the Draft Code reflects maximum amounts of time within which specific steps in the appeal process are to occur.	Reviewed	N	
Due Process	06 - 07	We like the description of "due process."	Reviewed	N	
Due Process	06 - 07	Pg. 12-concern about "ongoing threat of disrupting the academic process:...suggest "disrupting the academic process" and removing "ongoing threat of"	Reviewed	Remove "ongoing threat of" and add "disruption of" (corresponding change to regulation) on page 6	
Due Process	06 - 7	The Draft Code provides a chart in which the long-term suspension decision and makes clear that if the student ultimately is administered a long-term suspension (regardless of whether they opt to serve that suspension at home or in DAEP), the time during which the student was short-term suspended pending the hearing will be "counted" toward their long-term suspension. Mendoza Plaintiffs believe this portion of the Draft Code should be revised to provide this clarification.	Reviewed	Revised, page 7	
Action Levels	08	We understand the increase to a level 4. As long as it is ongoing and escalating and interventions are documented in Synergy, we feel sometimes an out of school suspension is warranted.	Reviewed	N	
Action Levels	08	At the elementary level, we feel possession and use should be higher	Reviewed	N	
Action Levels	08	Possession of drugs or alcohol should still be automatic hearing, no matter first, second or third. With the option of abeyance for the first violation as is. Second offense should be long-term 45 days or more. Possession once is a mistake, 2 or more is not a mistake. Leave in hands of hearing officer. Should remain level 4 and go to hearing.	Reviewed	N	

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Action Levels	08	Remove "ISI and Abeyances" from Discipline Review Team, ISI and abeyances occur far too frequently to be monitored in real time by the Team	Reviewed	Revised to clarify that immediate communications occur for suspensions but that the Team will still review the use of ISI and Abeyances on page 9	
Action Levels	08	Under Level 1: Before referring a matter to site administration, classroom teachers are expected to employ at least <u>three</u> classroom-level interventions with proper documentation.	Reviewed	Revised to add "with proper documentation" on page 8	
Action Levels	08	Please clarify: "3 classroom interventions "before student behavior is expected to be addressed to admin-what does that look like in an elementary school where classroom teacher has that student all day? Clarify what that "time frame" looks like for elem, middle and high school levels?	Reviewed	This will be addressed through training	
Action Levels	08	Top of page 8 – We do not agree that it should be <u>mandatory</u> that administrators offer abeyances for fighting, and possession or use of drugs and alcohol.	Reviewed	N	
Action Levels	08	Pg. 14-reorganization of responses-we thought this list is a mix of interventions and consequences, like detention is not an interventionist's a consequence...maybe make it clear what a consequence is vs. an intervention, two columns rather than three, with clear labeling of what is a consequence vs. an intervention	Reviewed	This will be addressed through training	
Action Levels	08	<p>Pg. 14-concern about mutual combat going to level 4...</p> <p>One kid assaulting another is most serious, we're okay treating that as Level 4</p> <p>Then, one kid is aggressor, but other kid responds and both engage in a fight – we agreed on those also being considered a "mutual assault" – DOJ agreed with treating these as 1-3 day suspension as a lesser form of Level 4...they don't object to treating them as two different levels of assault</p> <p>Then (what we think of as most incidents), two kids in a classroom, one says something to the other, they start talking and pushing back and forth...then that's the end of it, or someone throws a punch ... we think that would still be treated as a Level 3</p> <p>o Seriousness of the physical conduct and the potential for being hurt + both kids targeting each other is a good line...that they walked away should not be the line</p> <p>o Intention of central folks is different than the intention of admins...even now, assault is being overused as we see in Q3...OUR MAIN CONCERN IS THAT INCIDENTS THAT ARE CURRENTLY BEING CODED AS A FIGHT WILL NOW START BEING CODED AS LEVEL 4s WITH EXCLUSIONARY...</p> <p>Maybe consider changing the definition of assault, taken from criminal code....if we mean one kid attacking another we should say that in the definition</p>	Reviewed	This is a training issue that will address the use of Level 3 "Other Aggression"	

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Action Levels	08	We agree with the idea that no more than 3 classroom level interventions for behavior needs to be addressed by administration-having a limit helps	Reviewed	N	
Action Levels	08	For substance abuse workshops, consider partnering with external organizations (TUSD used to do this) that can come in and do an evaluation with the student and the family to determine the root cause of potential addiction. If you are using social workers, they could also incorporate the student's family into the workshop and into fight mediations.	Reviewed	N	
Action Levels	08	Level 1 classroom interventions should be every semester, not every nine weeks	Reviewed	Revised to every semester on page 8	
Action Levels	08	Fighting is an automatic level 4, which will impact our students here	Reviewed	This will be addressed through training	
Action Levels	08	On page 14 "student agrees to attend drug or alcohol use workshop". Who will conduct the workshop?	Reviewed	This will be addressed through training	Social workers, counselors, RPPCs, etc.
Action Levels	08	At top of page 14, consequences is misspelled	Reviewed	Revised	
Action Levels	08	I applaud the effort to reduce the consequences for first time offenders of mutual combat and possession or use of drugs and alcohol. However, I caution that for mutual combat that seriously disrupts the school atmosphere, that leeway be given to administrators to remove students from school environment for the full three days.	Reviewed	N	
Action Levels	08	Pg. 14-Comments: A high school teacher has 165 students, seen in groups of 30 - 36. Requiring them to make 3 level one interventions before sending to MTSS every nine weeks is too time consuming. Further, I can understand resetting every nine weeks for young children, but not young adults. At 14-21, three times per school year should be enough. Also, currently, there is not enough MTSS staff to handle referrals in a timely manner, meaning that as the students do receive level 1 interventions by the teacher, without consistent follow up, behaviors continue and impeded the educational process for all students to due classroom disruption, and the time it takes the teacher to do the required documentations. Suggestions: Since high school students typically have 6-7 teachers, level 1 interventions should be counted inclusive of all teachers of the student who are identifying the behavior. MTSS staff increased to handle all of level 1 and 2 referrals within a reasonable time frame. To assess how much more staff is needed, survey classroom teachers, asking how many times they haven't made the referral due to lack of time to document, or number of times they received no response from MTSS team. I believe it is developmentally appropriate for young adults - high school age students- to receive only three level 1 or 2 classroom interventions by teacher per year; not per quarter.	N	Revised to every semester on page 8+G27	
Action Levels	08	Pg-13: Guidance-What actions can teachers take? This document does not seem to provide for teacher rights to assign disciplinary consequences, unless I have missed something.	Reviewed	N	Level 1 actions, no revision
Action Levels	08	Pg. 13-level 1- parent notification and conference request-Just a request?	Reviewed	N	yes, we cannot force parents to attend a conference

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Action Levels	08	Pg. 13-For the whole chart, is the text going to be different sized fonts and colors, as it is here?	Reviewed	N	No
Action Levels	08	Pg. 13-include components of restorative conferences/circles	Reviewed	Add "see page 3" after "restorative conference/circles" on page 8	
Action Levels	08	Pg. 13-Action Level 3 should mandate at least in-school suspension, with the restorative actions required prior to re-integration into the school population. Most of the Level 3 violations listed are serious enough to warrant immediate suspension, not just in the case of continued or escalating misbehavior.	Reviewed	N	
Action Levels	08	Sexual harassment violation changed from level 3 to level 4; Indecent exposure/public sexual indecency and sexual harassment w/ contact changed to level 5 with police contact	Reviewed	N	
Action Levels	08	Pg. 14-What defines "on-going and escalating" on Level 3?	Reviewed	This will be addressed through training	
Action Levels	08	On pages 14 and 15, mutual combat lists two different consequences	Reviewed	Added "a second fight may result in a long-term suspension if approved by the Discipline Review Team and Ass't Sup't" on page 9 Added "or second offense" on page 10 (to match the update on page 9)	
Action Levels	08	Consider adding a loss of privileges and community service component	Reviewed	N	
Action Levels	08	9 weeks seems like a long time in level 1	Reviewed	N	
Action Levels	08	Under level 4: what's an intake interview after suspension?; principals should be able to check for drugs and alcohol after a student offender returns without a time limit	Reviewed	N	
Action Levels	08	Pg. 14-Bold 1st and 2nd offense on page 13, action level 4 regarding possession or use of drugs.	Reviewed	N	
Action Levels	08	What is the substance abuse workshop? Is it free? Does the district offer the class?	Reviewed	This will be addressed through training	
Action Levels	08	Pg. 14-Clarify "every 9 weeks." Do teachers have the authority to decree all of these consequences? (Consider adding "hand shake along with verbal/written apology.	Reviewed	N	
Guidelines for Applying Consequences	09	at the acknowledgement part, change the color so that parents know that they have to sign and return	Reviewed	N	
Guidelines for Applying Consequences	09	there is a typo: "Remainer" instead of "Remainder."	Reviewed	Revised	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Guidelines for Applying Consequences	09	Under the Guidelines for Applying Consequences on page 12 it says: 2. Principals and APs at the elementary level (Pre-K-5th Grade) may consider all violations, with the exception of possession of firearms or any incidence of threat to an educational institution , at one level lower than that of the actual violation. Our understanding is that elementary principals and APs have been directed to impose consequences at one level lower, it is not an option. If it is not an option – it cannot say MAY	Reviewed	N	It is an option
Guidelines for Applying Consequences	09	Pg. 12-If elementary principals and APs are directed to impose a consequence at one level lower, consider adding a column for action levels headed Elementary	Reviewed	N	It is an option
Guidelines for Applying Consequences	09	Pg. 16- Mendoza Plaintiffs are confused about the District’s approach to elevation of disciplinary consequences and are concerned about how elevations may be applied under the approach proposed in the Draft Code. As an initial matter, as reflected in the current operative GSRR, the parties and Special Master previously agreed to elevations of disciplinary consequences of no more than one level. (See GSRR at 21 (Administrators “will not permit a single type of behavior to be elevated more than one level, regardless of frequency or occurrence”).) Mendoza Plaintiffs are concerned that students with repeat relatively minor level 1 violations, for example kissing six times within a nine-week period, could end up being administered exclusionary discipline if consequences are elevated two levels under the Draft Code language. Mendoza Plaintiffs presume that the proposed Draft Code language will not so be applied, however, they are confused about what issue(s) the District may be trying to address by permitting elevations of two levels. Their confusion is compounded by their understanding that the District has in the past only infrequently elevated students’ disciplinary sequences. Mendoza Plaintiffs therefore request clarification on this issue and other issues raised by the proposal to allow for elevations of two levels.	Reviewed	N	
Guidelines for Applying Consequences	09	#1, where it is stated , "must communicate with Student Equity immediately' when suspending students, admin is saying that notifying immediately might be impossible and would like further written communication on this topic	Reviewed	N	
Guidelines for Applying Consequences	09	Pg. 16-bold the words "with approval "regarding elevating discipline levels	Reviewed	Revised to bold and underline the words "if approved" on page 9	
Guidelines for Applying Consequences	09	item 1-"communicate with student equity..." communicate what? "Equity will review all suspensions..." for what?	Reviewed	N	To ensure consistent application of the GSRR
Guidelines for Applying Consequences	09	item 2-"shall consider all violations..."this is not clear. Example?	Reviewed	This will be addressed through training	
Guidelines for Applying Consequences	09	item 3-not clear	Reviewed	This will be addressed through training	
Guidelines for Applying Consequences	09	item 4-'waiver of mandatory actions...' not clear	Reviewed	This will be addressed through training	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Guidelines for Applying Consequences	09	item 8-Actions. Why capitalized now? Not clear and repetitive	Reviewed	N	
Guidelines for Applying Consequences	09	item 9-but no other defenses?	Reviewed	N	
Guidelines for Applying Consequences	09	item 10-not clear	Reviewed	This will be addressed through training	
Guidelines for Applying Consequences	09	Page 16. Rough play is not addressed. Clarification needed – Do all level 2 infractions go to administrators directly	Reviewed	N	Teachers may but are not required to address Level 2 behaviors
Guidelines for Applying Consequences	09	PG. 16-“... must communicate with the Discipline Review team immediately to jointly review the suspension. –It should not be necessary for a Discipline Review team to immediately review the suspension. –This action should remain with the principal. If the principal has a question about the need or requirement for the suspension – they can make the call to the Assistant Superintendent or Director/Discipline Review team. These should be an option not a mandate. – Monitoring is not determining or deciding the actions of the principal. Monitoring is reviewing and providing insight to the principal after the fact.	Reviewed	N	
Guidelines for Applying Consequences	09	Pg. 16-We are not in agreement with the statement in section 3. ... If approved, the Discipline Review Team will forward the request to the Assistant Superintendent for final approval. These suspensions need to be made in a timely manner and not be placed into a waiting game for approval. Principal is trained or may be trained on the requirements for suspensions. Principals may then act on these issues quickly and correctly under the guidelines that are required by the district.	Reviewed	This will be addressed through training	
Guidelines for Applying Consequences	09	Pg. 16-...An administrator must immediately notify an Assistant Superintendent and the Discipline Review Team when law enforcement is contacted. – Principals are currently sending this information to their directors as needed. What is the importance of having to “immediately notify an Assistant Superintendent and the Discipline Review Team” we need to show that we trust the work of the principal.	Reviewed	This will be addressed through training	
Guidelines for Applying Consequences	09	Pg. 16-Clarify item #2.	Reviewed	N	
Guidelines for Applying Consequences	09	Pg. 16-On #6, is this true for all cases or is it case by case?	Reviewed	Revised to include bold on "shall consider"	
Guidelines for Applying Consequences	09	Pg. 16-2nd bullet-is this a new thing?	Reviewed	N	
Guidelines for Applying Consequences	09	Pg. 16-very important info but needs bigger font	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Mutual Combat	10	Pg. 14-it appears that the approach reflected in the Draft Code would result in a great expansion of exclusionary discipline with respect to misbehavior that does not now warrant such discipline and effectively return the District to the approach that was so problematic in the 2016 GSRRFAQ. Further, by making all "mutual combat" a level 4 infraction requiring at least some suspension days, the Draft Code conflicts with USP Section VI, B, 2, a, requiring that exclusionary discipline be limited to "ongoing and escalating" misbehavior imposed after appropriate interventions have been attempted and documented.	Reviewed	This will be addressed through training	The District expects this change to result in less days out of school by addressing fighting with mediation and abeyances rather than long-term suspension
Mutual Combat	10	Mendoza Plaintiffs are particularly concerned with the Draft Code approach to "mutual combat" given that, following (and notwithstanding) delivery of the October 20, 2016 Principals' Letter to TUSD principals, District data showed a pattern of TUSD administrators improperly coding incidents as "Aggression-Assault" and administering exclusionary discipline even though "a significant number of the incidents... involve[d] mutual conduct, and therefore should, based on the information provided, [have been] treated as Aggression-Fighting (and therefore not... [have led to the imposition of] exclusionary discipline)." (See January 5, 2017 United States' Evaluation of Fighting Incidents memo.) Based on this experience, Mendoza Plaintiffs believe that, as a practical matter, were the Draft Code to take effect, teachers and administrators would similarly overcode incidents of aggression between students as "mutual combat" resulting in exclusionary discipline.	Reviewed	N	
Mutual Combat	10	"Mutual Combat (Fighting)" is "defined as a physical altercation in which both parties are willing participants, where a preponderance of evidence notes that both parties had one or more opportunities to de-escalate the situation, leave the situation, or notify a school official of the potential fight prior to making the decision to participate in the physical altercation/fight." (Draft Code at 15.) This definition appears to be very fact-intensive, requiring a detailed assessment of the circumstances around a physical altercation and does not seem to fully appreciate that fights often can occur within a matter of moments (thereby complicating assessment efforts) or that it may often be the case that investigation of a physical altercation may result in little or conflicting information on the circumstances surrounding such altercation.	Reviewed	N	
Violation Charts	10 - 17	Negative Group Affiliation-we would like to see this as a [possible school safety contact]	Reviewed	N	
Violation Charts	10 - 17	Leaving School Without Permission: We are seeing many students who come from homes of trauma running or hiding off campus. We feel this is a level 2 offense as it is a high safety concern.	Reviewed	N	
Violation Charts	10 - 17	Page 18-22, (Per Arizona Revised Statue) should be added to each box.	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Violation Charts	10 - 17	"fighting" where it states in bold, "will be granted an automatic waiver of the mandatory long-term suspension-more clarification on what the "waiver" would be	Reviewed	N	The waiver means mutual combat does not automatically carry a mandatory long-term (10 30 day) suspension like other Level 4 violations
Violation Charts	10 - 17	The Site Council loved that fights were elevated to a 4. We were all of with the verbs being changed and some of the categories being combined. All other wording that was changed was also accepted.	Reviewed	N	
Violation Charts	10 - 17	Members questioned why "Other School Threat (verbal)went down from a 5 to a 4. Carol Rodriguez explained what a 4 meant as far as suspension versus a 5 which means long term hearing and an expulsion hearing. Also went over what Pima County Sheriff's Department does when called for this kind of threat. Site Council is OK with a level 4.	Reviewed	N	
Violation Charts	10 - 17	We like the defiance towards authority has been raised to a level two.	Reviewed	N	
Violation Charts	10 - 17	We are concerned that the increase in verbiage in the definition of a fight might make it more difficult to give consequences for fights. We are also concerned about the "evidence" required that could be manipulated.	Reviewed	N	
Violation Charts	10 - 17	We are concerned about truancy as a level 1 consequence. This is a safety issue. We think it is more of a safety concern at middle school or lower grade levels versus High school level students. We are also concerned about student's not taking truancy seriously which could effect safety of students during lockdowns or fire drills. We would like students walking out of class to be considered to be more than a level 1 offense. We also think students should face more than a level 1 for leaving school grounds without permission because we are required to contact law enforcement if students are missing off of school grounds.	Reviewed	N	Repeated truancy may be elevated if interventions do not work to correct the behavior
Violation Charts	10 - 17	We also have concerns regarding the level of vandalism in the GSRR.	Reviewed	N	
Violation Charts	10 - 17	Decreased verbiage in the definition of a fight particularly where it says "where a preponderance of evidence notes that both parties had one or more opportunities to de-escalate the situation, leave the situation, or notify a school official of the potential fight prior to making the decision to participate in the physical altercation/fight"	Reviewed	N	
Violation Charts	10 - 17	Firearms section: Description is confusing.	Reviewed	N	
Violation Charts	10 - 17	Firearms section: It says "without authorization by a school administrator." Why would someone be authorized to have a firearm or other weapon? We don't agree with that.	Reviewed	N	
Violation Charts	10 - 17	Pg. 17-definition of assault matches threat or intimidation...not aligned, should be differentiated – another reason not to use the definition for assault	Reviewed	Revised definition of Assault	
Violation Charts	10 - 17	PG. 18-Unknown Drug" is confusing, not sure if it is even used. If not, does it need to be included?	Reviewed	N	
Violation Charts	10 - 17	In the Assault section page 17, check for punctuation	Reviewed	Revised	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Violation Charts	10 - 17	Pg. 19-The definitions of Total defiance and Disorderly Conduct need to be clarified. Total defiance needs to be addressed more seriously. It destroys the learning environment, can potentially be dangerous, ties a school in knots, and keeps valuable personnel from doing their jobs. It needs to be a suspendable offense. Disorderly conduct at the elementary level does not allow for out of class time (with the action level being lowered one level).	Reviewed	N	
Violation Charts	10 - 17	Pg. 16-"the AZ Dept. of Ed has identified...." Where? When? This section is legalistic, and the tone is very different from above. Can we bring them closer, if you will, in tone and language?	Reviewed	Revised, removed reference to the ADE	
Violation Charts	10 - 17	Pg. 16-Fighting (mutual combat) The term "mutual combat" is unnecessarily vague. Consider "mutual fighting. Preponderance of evidence...Why this standard? Do readers understand what this means, and is it to apply in the legal sense?	Reviewed	N	
violation Charts	10 - 17	Pg. 16-Assault-Given that this is the legal definition, it may be helpful to provide some natural language about what this means, particularly as compared to "fighting."	Reviewed	Revised definition of Assault	
Violation Charts	10 - 17	Pg. 17- Agg assault "teacher or school employee..."It seems as though enough students are charged with this that it is worth highlighting.	Reviewed	N	
Violation Charts	10 - 17	Pg. 20-criminal damage definition-"administrators may consider...." And teachers?	Reviewed	N	
Violation Charts	10 - 17	Pg. 21-combine the two technology violations into one	Reviewed	N	One is a Level 2, the other is a Level 3
Violation Charts	10 - 17	Pg. 21-"posting videos of fights..."Not certain this should go here-the students don't use school property to post	Reviewed	N	
Violation Charts	10 - 17	Pg. 21-threat/intimidation "intentionally placing another person..."Same definition is in the assault violation	Reviewed	Revised definition of Assault	
Violation Charts	10 - 17	Pg. 22-These last pages need revising and editing.	Reviewed	N	
Violation Charts	10 - 17	Pg. 23-Firearms -Revised to align with Policy JICI	Reviewed	N	
Violation Charts	10 - 17	Pg. 24-Simulated Firearm-Comments: Section on simulated firearms needs to be clarified. As currently written, something as simple as pointing your finger at somebody and saying "Bang" could be described as a simulated firearm	Reviewed	Added reference to Policy JICI on page 17	
Violation Charts	10 - 17	Pg. 19- The one area I think needs further attention is Attendance. I see no consequences for chronic absences. It used to be that students earned No Credit if they missed too many high school classes. However, with the adoption of Synergy, I understand that is no longer the case. When I look at the GSRR, it seems that any attendance issue is Level 1, but that seems unlikely to solve attendance problems. I'd recommend returning to the NC system, as well as instituting a progressive consequence system in the GSRR that allows administrators to escalate consequences for repeated attendance issues.	Reviewed	N	In extreme circumstances, a site may request an elevated consequence
Violation Charts	10 - 17	Looks like a typing error on page 2 in the Arson section. "But ma" should be "But may?"	Reviewed	Revised	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Violation Charts	10 - 17	Page 21- Clarify conflict vs. bullying	Reviewed	N	
Violation Charts	10 - 17	Page 22. What is the elementary version of harassment, sexual contact?	Reviewed	N	
Violation Charts	10 - 17	Pg. 20-Vandalism damage “exceeding \$5000” should be lowered to \$500 to have more impact in deterring vandalism	Reviewed	N	
Violation Charts	10 - 17	Pg. 22- Sexual Harassment violations are inconsistent with our mandatory reporting policies.	Reviewed	N	
Violation Charts	10 - 17	Pg. 17-drug vio definition-On school grounds?	Reviewed	N	
Violation Charts	10 - 17	Pg. 23- petty Theft Stealing cash, or property, valued under \$100 – We feel this violation should be Action Level 3 or the value changed to be under \$50.	Reviewed	N	
Violation Charts	10 - 17	Pg. 22-Harassment, Sexual – We feel this violation should be Action Level 4	Reviewed	N	
Violation Charts	10 - 17	Pg. 22-Pornography – We feel this violation should be Action Level 4	Reviewed	N	
Violation Charts	10 - 17	Pg. 34-Dangerous Items: Possessing a knife with a blade length of less than 2.5 inches, air soft gun, b.b.gun, laser pointer, letter opener, mace/pepper spray, paintball gun, pellet gun, razor blade/box cutter, simulated knife, Taser or stun gun, tear gas, firecrackers, smoke and stink bombs, gas, lighter fluid, and other dangerous items (anything that under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury). – We feel the highlighted items should be moved to the category “Other Weapons” and be Action Level 4.	Reviewed	N	
Violation Charts	10 - 17	Truancy will not be reduced until it is elevated above a level 1. We have pages of interventions for teachers and administrators to keep students in class; but treat intentional student absence as a minor offense.	Reviewed	N	
Violation Charts	10 - 17	Tardiness/truancy should automatically be elevated to the next level after a set number of occurrences. For example, after 10 occurrences it becomes a level 2 offense. After 10 more, it becomes a level 3. These students are negatively impacting the learning of all other students on a daily basis and must be stopped.	Reviewed	N	A site may request an elevated consequence
Violation Charts	10 - 17	Attendance violations should not be level 1. That is not strong enough. Compare to district attendance data. Is this level working to curtail ditching or tardies?	Reviewed	N	A site may request an elevated consequence
Violation Charts	10 - 17	We need more explicit definition of sexual harassment with contact. Does “Slap Butt” qualify?	Reviewed	N	
Violation Charts	10 - 17	Pg. 18-Add vapes to the tobacco violations	Reviewed	Revised, added to page 11	
Violation Charts	10 - 17	Pg. 16-On page 16, everything should be level 3 or higher	Reviewed	N	
Violation Charts	10 - 17	Pg. 17-under endangerment, please give better examples than skateboarding on campus	Reviewed	Revised to include more examples	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Violation Charts	10 - 17	Pg. 19-some of the elements seem more serious than others, for example categorizing not following directions as the same as swearing at a staff member lacks merit; perhaps swearing at a staff member could be categorized under threat and intimidation	Reviewed	N	
Violation Charts	10 - 17	Pg. 20- Under graffiti and tagging- or "other surface" is too ambiguous; does it pertain to property other than TUSD property?	Reviewed	N	
Violation Charts	10 - 17	Pg. 19-add swearing at staff members under threat or intimation to increase the action level	Reviewed	N	
Violation Charts	10 - 17	Pg. 22-under sexual assault or rape- the age of consent law should be stated	Reviewed	N	
Violation Charts	10 - 17	Pg. 18-under tobacco violation, there should be an exclusion for Native student cultural/religious possession (e.g., medicine pouches). This type of possession should also be addressed in the search and seizure provisions of the GSRR to ensure appropriate cultural handling.	Reviewed	N	
Violation Charts	10 - 17	Pg. 19-under Disruption -- there is no clear definition for "out-of-seat behavior." Without a clear definition, it is too broad and left to the sole discretion of the teacher. There is no clear expectation for the student to understand and adhere to.	Reviewed	N	
Violation Charts	10 - 17	Pg. 19-The words following "Contraband and combustible" are misspelled	Reviewed	Revised	
Violation Charts	10 - 17	Pg. 22-Consider making sexual harassment a level 4 in some cases	Reviewed	N	
Violation Charts	10 - 17	Pg. 23-fenced commercial _____ We think the word building is missing	Reviewed	N	
Violation Charts	10 - 17	Pg. 24- include scissors	Reviewed	N	
Violation Charts	10 - 17	Pg. 17-Defiance and Disrespect towards authority and non-compliance should not be a level 2. It should be a level 3.	Reviewed	N	
Violation Charts	10 - 17	Pg. 19-Lighters in school premises with intent to use should be a level 3	Reviewed	N	
Violation Charts	10 - 17	Pg. 18-alphabetize the chart	Reviewed	N	
Violation Charts	10 - 17	use bigger font	Reviewed	N	
Violation Charts	10 - 17	very important info but too small-font hard to read	Reviewed	N	
Discipline Related Policies and Regs	18 - 19	Pg. 10-Bus consequences should be better defined	Reviewed	N	
Discipline Related Policies	18 - 19	Dress code and cell phone policy needs more explanation/detail.	Reviewed	Add statement that policies are available upon request at any school site, family center, or District office on pages 18-19	
Discipline Related Policies	18 - 19	Weapons (JICI) "weapons are not allowed on campus or property without prior authorization." This needs more with clarity. Prior authorization from whom?	Reviewed	Add "by a school administrator" on page 18	
Discipline Related Policies	18 - 19	Discipline related policies should be placed in the back for reference	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Discipline Related Policies	18 - 19	Great links in the back of the manual to different policies so they are easy to find.	Reviewed	N	
Discipline Related Policies	18 - 19	Pg. 10-attendance policy-Is this code distributed to students in hard copy at the beginning of the year? Or do students and parents only have access online? I think they should only have access online, except for the form that acknowledges that they read and will follow the Code, which should be distributed to parents directly.	Reviewed	N	Yes, and they have access to it online
Discipline Related Policies	18 - 19	Pg. 10-Bus rules-Misleading. Consider removing—parents and students should sign a form that requires that they acknowledge that they know and agree to follow the rules. In that case, it is not that they “should discuss” or “make sure they know.” Rather, they “must”—they are required to adhere to the rules, and they sign a form that acknowledges as much.	Reviewed	N	
Discipline Related Policies	18 - 19	On page 9, there should be a summary of the policies, not just a web link.	Reviewed	N	
Discipline Related Policies	18 - 19	Descriptions under the policies are too brief especially for the cell phone policy; Page 12 eliminate abbreviations	Reviewed	N	
Discipline Related Policies	18 - 19	Pg. 10-the dress code policy needs to include allowance of traditional dress/regalia and honor symbols (e.g., eagle feathers) for important school events (e.g., graduation).	Reviewed	N	
Discipline Related Policies	18 - 19	Pg. 10-“pre authorization for weapon” What does that mean?	Reviewed	N	
Discipline Related Policies	18 - 19	Pg. 10-Ex Ed handbook should be a part of this info too	Reviewed	Revised to include web link	
Discipline Related Policies	18 - 19	Pg. 10-Left justify all policies and regulations	Reviewed	N	
Due Process 504/IEP	19	Pg. 11-“and students suspected of having a disability.....:Not clear. Can anyone not be suspected of having a disability. "may be disciplines in the same manner as any other student..."this is unclear. Manifestation Determination...who must be included in the conference? Who leads of facilitates it?	Reviewed	This will be addressed through training	
Due Process 504/IEP	19	Pg. 11- Mani Paragraph-Do they use data or evidence, or can they just conclude based on their own private measures? "Develop an appropriate behavior plan..."When?	Reviewed	This will be addressed through training	
Due Process 504/IEP	19	Pg. 11-:The district may impose...."Who is the district? As determined by who? Please assign an individual, etc.	Reviewed	Removed "the district" and added "the hearing officer" on page 19	
Due Process 504/IEP	19	Pg. 11-“the district has no obligation to continue to provide...." Not clear	Reviewed	Added "pursuant to the 504 accomodation plan" on page 19 for clarification	
Due Process 504/IEP	19	Pg. 11-Where can readers go to find out more about the difference between 504 and IDEA, etc.?	Reviewed	Added a link to the ExEd Dep't website on page 19	
Due Process 504/IEP	19	Pg. 11-“circumstances involving the use or possession....: Not clear	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Due Process 504/IEP	19	Pg. 11-for those with IEP or 504 needs to be included in the following section under due process. Left justify and remove underline. Provide link to the EE handbook.	Reviewed	N	
Rights and Responsibilities	20	Pg. 26-This section should also be placed in the first pages of the document to provide a general overview, after the letter from the Supt., and to provide a foundation for the rules.	Reviewed	N	
Rights and Responsibilities	20	Pg. 26-perhaps the 4th bullet under parent and guardian responsibilities should be moved up; under the first bullet, "attend school daily according to school district adopted" should be eliminated	Reviewed	N	
Rights and Responsibilities	20	should be moved to after page 3.	Reviewed	N	
Rights and Responsibilities	20	Pg. 26-under Parent Responsibilities -- parents do not attend school every day.	Reviewed	N	
Rights and Responsibilities	20	Pg. 26-Separate student/parents rights and responsibilities into 2 pages.	Reviewed	N	
Annual Notifications	21	Do I have to attend if I don't want to	Reviewed	N	
General		We feel we need more information about :Reassignment to a different class". We would like "Temporary Alternative Setting" added	Reviewed	This will be addressed through training	
General		We feel that sometimes talking with school safety officers can be valuable. We are not requesting that it be an intimidating setting, just another adult who is worried about the safety of a student. There are times we would like to include the proactive resource of school safety at a level 3.	Reviewed	This will be addressed in training to ensure staff are clear that Safety can participate in interventions but not in administering disciplinary consequences	
General		A Board member noted that the placement review committee process [see 15-841] is not in the GSRR.	Reviewed	Revised to include the following note: "the PIC process is not a substitute for the placement review committee process in the ARS 15-841 or Article 14 of the TEA Consensus Agreement" on page 5	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Need to use "guardian" not just parent; Our Site Council feels that the language is written for "highly educated" individuals with education and background or working in a school; Page 4-last paragraph-Students or parent(s) may file a complaint with the site principal, assistant principal or, Student Equity at	Reviewed	Revised to include "guardians" on page 2	
General		Last night, in connection with IJNDB, the board noted that the direction in IJNDB references that students are responsible for not going to inappropriate places on the internet, but that is not cross referenced in GSRR. I know there is a misuse of tech there, and I am not sure if we made a clear connection to the applicable policies like we are now doing with guns.	Reviewed	IJNDB has not yet been approved	
General		Need a system of funded consequences (lunch det, after school) and a structured system	Reviewed	N	
General		Open Enrollment students are automatically on behavior plan (i.e.. 3 strikes out)	Reviewed	N	
General		All school should have adequate admin to deal with behavior issues; all schools have equal admin	Reviewed	N	
General		Removed disorderly conduct-now other aggression	Reviewed	N	
General		Level 3 should be level 4-such as sex harassment	Reviewed	N	
General		Add language around parent behavior/policy for parents to understand	Reviewed	N	
General		Policy for parents R&R with expectations on campuses	Reviewed	N	
General		The Rights and Responsibilities (p. 23) should be placed directly in front of the Code of Conduct Acknowledgement form (p. 5)	Reviewed	N	
General		GSRR should be available in more languages	Reviewed	N	
General		There are not proposed changes that are needed to the draft of the GSRR. However, we might need some clarification. A site council member was present when Dr. Trujillo talked about the GSRR and the use of yellow and red cards. Member stated that Dr. Trujillo stated that once a yellow card is given it does not have to be given again in the quarter and students are automatically the sent with office referrals.	Reviewed	N	
General		Please define incident	Reviewed	N	
General		It should be broken down by age appropriate levels and it truly is not. We also think it is too vague. Not specific.	Reviewed	This will be addressed in training	
General		The exclusionary consequences are confusing and so to help, we would like to see a basic table ("cheat sheet") at the front of the GSRR which then references to more detailed pages to define terms, as well as a glossary in the back. We would like to see more detailed descriptions of offenses towards the back of the GSRR packet after the basic table with violations and consequences at the front of the manual. We need this "cheat sheet" to interpret information and unclear terms.	Reviewed	This will be addressed in training	
General		We are concerned that their is not a clear system for addressing ongoing and escalating level two behaviors.	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		We also have some concerns about out of school suspensions in general, because students fall behind on school work and sometimes view it as free time. We think students would be better off in a DAEP type program where they will be supervised and continue to complete school work	Reviewed	N	
General		We don't like the term, "Mutual Combat." We think that "fighting," should be used instead of the term, "combat."	Reviewed	N	
General		There is a lot of color which looks nice online. If this is printed in B & W for the paper version, it would be a lot of ink used which is costly. We'd recommend less use of color for the printed version.	Reviewed	N	
General		Simplify the GSRR and put it in kid-friendly language	Reviewed	N	
General		GSRR needs to be differentiated by grade level	Reviewed	N	
General		We think we need more counselors and social workers at the elementary level	Reviewed	N	
General		Concerns about exclusionary practices-results in unsafe situations in classrooms when students are escalated	Reviewed	N	
General		When a child is removed from a classroom for extreme behavior, that time should be determined by the level of behavior, not an arbitrary time limit	Reviewed	Added "no more than" the remainder of one class period on page 5	
General		We felt that the new layout of the GSRR looked great. We really liked how the parent signature page was moved to the front of the book. We felt that moving fighting to a level 4 was appropriate. Terri the community representative for Whitmore was concerned about students that are defiant should have a more severe consequence. She felt that a disruptive student affects the learning of others and should be an immediate removal from the classroom. Overall, we felt the changes that were made were appropriate	Reviewed	N	
General		It needs more clarification and guidelines about DAEP and abeyances	Reviewed	N	
General		Concerned about using 910G funds to print the document	Reviewed	N	
General		Family friendly formatted	Reviewed	N	
General		PBIS integration is a good thing	Reviewed	N	
General		What is the status of Positive Intervention Centers?	Reviewed	N	see page 8, they will be in place in most MS, HS, and some K8s
General		Throughout the GSRR there is reference to Assistant Superintendent. I understand the title will change to Regional Superintendent.	Reviewed	N	
General		Good-no additional comments	Reviewed	N	
General		Cover page-are you using TUSD1 or not?	Reviewed	N	Not
General		Cover pg. -bold the word LOVE	Reviewed	N	
General		A Board member noted that the placement review committee process is not in the GSRR	Reviewed	This will be addressed through training	
General		we need to take out the LSC language if it is not already removed	Reviewed	Removed LSC reference, added counselors and RPPFs page 3	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Agree with adding mutual combat as there are often situations like this.	Reviewed	N	
General		include other inappropriate actions that require consequences if filmed or posted, like graffiti and vandalism	Reviewed	This will be addressed through training	
General		Agree with verbal school threat up to a level 4	Reviewed	N	
General		I do like how it's more detailed than the previous version. Makes a lot more sense now and I can understand it better.	Reviewed	N	
General		Question about discipline process for students with severe trauma. What is the plan for behavior supports? Student is continually disruptive and needs help.	Reviewed	This will be addressed through training	
General		More training for teachers and administrators related to the GSRR	Reviewed	This will be addressed through training	
General		How do you ensure consistent application of the GSRR through training (recommend that all new administrators participate in a 4 hour training – response levels, school safety perspective, scenarios in a classroom environment)	Reviewed	This will be addressed through training	
General		Dr. Trujillo's letter, second paragraph – determine is spelled wrong; page 18 – Cheating – spelling error on line one. Also, section on Arson – Arson of a Structure – misspelled word work in parenthesis.	Reviewed	Revised	
General		I would like to see suspensions of children whose parents do not return the calls to the school when the child is involved in a disciplinary situation. It is not fair to children whose parents are involved and attentive to be victimized by students whose parents avoid any responsibility for their children's behavior. I would say that if a parent does not respond to the school when they are trying to contact them regarding a disciplinary issue, the child is suspended until the parent responds. If this lasts more than two days, social services is contacted.	Reviewed	N	
General		The other issue my child has at school is an inability to learn due to a disruptive class where the teacher refuses to take action against the children who are disrupting the class. I believe a lack of disciplinary enforcement by teachers should be grounds for discipline for them, including potential termination. If my child is the victim of a crime, any crime, i.e. assault, theft, etc., I would like to be notified immediately. How am I supposed to feel secure that my child is safe at school if I am not notified when he is the victim of another child. This happened recently and it has destroyed my trust in the school's engagement in the safety of my child.	Reviewed	N	The District seeks to immediately contact parents when a crime occurs
General		Please don't ask teachers to enforce dress code unless the administrators back us. Every year this is a problem. Be consistent in enforcing and make it the admin's problem not the teachers!!	Reviewed	This will be addressed through training	
General		The team reviewed the process and agrees the plan is comprehensive and have no suggestions for improvement. It is long so our hope is that parents and students will take the time to read it and understand that TUSD stands behind the document.	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Simplify the information in the GSRR as much as possible and focus on key points that are the most important for the parent and student to know about each topic. The policies and justifications for practices should not be included in the text of the GSRR. All of this information can be indexed on the last page of the GSRR with sites/info on where a parent can access the policies and justifications if they choose to do so. As a parent, when I look at the GSRR I want to clearly be able to ascertain 1) What my and my student's expectations are 2) what the school's responsibilities are 3) what the violations/consequences are if my student gets in trouble and 4) How the school will act on each consequence	Reviewed	Revised, policies moved to the back of the handbook	
General		Zero tolerance (action levels 4 or 5) for any form of sexual harassment. From verbal to rape	Reviewed	N	
General		The dress code is sexist. 90% of the articles of clothing listed that can not be worn, are for girls. The types of clothing are also outdated. As a teacher I understand there is a line but we have better things to be doing than checking if a student is showing her shoulder. Suggestion- Please Update the article of clothing or create some blanket statements that can apply to all genders. For example "no clothing that reveals undergarments or the swimsuit area." Also state why TUSD has this policy in the handbook.	Reviewed	N	The District is in the process of revising the dress code policy

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		<p>Comments: Dress code violations regarding "distracting" clothing need either to be fully supported by administrators, or we need to rewrite that section of the GSSR. High school students at my site routinely wear "yoga pants" or sports pants which are skin-tight, revealing TMI. Many, many students use extremely short shorts. Many, many students wear spaghetti straps or off-shoulder blouses. When the high number of infractions becomes so unwieldy as to be impossible to address, it appears that that rule does not "count." When one rule does not matter, the other rules quickly come into question. When there appear not to be consequences for breaking a small rule, it is easy for students to extrapolate that there are no consequences for breaking any rule. Also, the claim that the district is not dictating "style" can be contested quickly by students who will say that that is exactly what the district is doing. Suggestions: Simplify and abbreviate the dress code description. Word it positively, rather than as a list of what is not allowed. Set it as a goal, not a rule. Example: "Dress as if you take yourself and your education seriously." Instead of penalties / consequences (of which there are none at this point), either have a discussion about what that description would look like, or just chalk the offending attire up to the student's answer: "I don't take myself or my education seriously." As a teacher, I simply cannot address the astounding number of dress code violations I encounter, although I do take my responsibilities seriously and wish to uphold the GSSR in my classroom. Have a student-produced fashion show at the beginning of the school year, showing examples and non-examples of school-appropriate clothing. Include prices, so students cannot claim that it would cost too much. Give PBIS "bucks" for appropriate clothing. Direct students to a clothing bank, if indeed they cannot afford to purchase school-appropriate clothing.</p>	Reviewed	N	The District is in the process of revising the dress code policy
General		<p>Comments: The GSRR is full of highly complex language and acronyms. Suggestions: Provide a glossary of terms Provide a simplified version for elementary schools</p>	Reviewed	N	
General		<p>Comments: Pbis is rewarding the badly behaved kids and leaving out those that are already good students. You need to start making parents take more responsibility for the actions of their children. The behavior problems are getting worse and taking away from the learning of others. Suggestions: Require parents to attend meetings and sign family behavior contracts before disruptive students can return. Make parents come into the classroom when their kid can't behave. Make consequences based on behavior not skin color. It angers me that those of color often get a pass because they might pull the race card. It is often those very people who believe they are owed something causing safety issues</p>	Reviewed	This will be addressed through training	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		<p>Comments: Thanks for all the work you are putting into this document and for asking about feedback. The steps taken for aggression and vandalism seem to be going on the right track. I would like to see more done about kids running off campus. Suggestions: I hope students at the elementary level will be held accountable for each level of misconduct. Teachers are told that with elementary level offenses, kids are not held accountable at that criteria. Kids are committing the same destruction and aggression every day. Our administrator has been directed to "bump" the offenders down to the previous level because students are elementary age. The code needs to be clear and effective for everyone.</p>	Reviewed	N	
General		<p>Comments: There needs to be stiffer consequences for inappropriate behavior. And the inappropriate behavior needs to be spelled out so the students and teachers know what is to be expected--not just the positive expectations but the negative behaviors--Suggestions: Cameras in the classrooms--both audio and video. This was the parents as well as the students can see what the student is doing</p>	Reviewed	N	
General		<p>Comments: Worst Ever!! WHAT HAPPENED TO THE STUDENT/PARENT RIGHTS!! What if the Parent doesn't have access to the internet? How are they supposed to access these links to further explain the material in the GSRR? Believe or not NOT everyone has internet - Still. Plus TEACHERS NEED a dress code TOO. RESTORATIVE CIRCLES is Baloney it DOES NOT work. While it is nice to see who the principle is a picture it is unnecessary; trust me if a parent wants to know who the principle is they will find out no picture need - only the letter is needed. Suggestions: What happened to the work the Code of conduct focus group was doing? Look at some of that work and incorporate some of the ideologies. Bring back the focus group with the group of people representing all stake holders. Teachers, parents, community members, and students for fairness! Otherwise this is one-sided Document!!</p>	Reviewed	<p>Revised policy and reg pages to note that policies are available upon request at all school sites, family centers, or the central office. Pages 18-19</p>	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Comments: - What will be the consequence for students who refuse to sign or return the acknowledgement form? - Teachers must be notified of any students with Abeyance contracts and given a copy of the contract. - What will be the consequence for students placed in ISS who refuse to participate in lessons? - Our middle school does not currently have a PIC. Will this be implemented next school year? - Why isn't parent contact such as phone calls, texts or e-mails counted as classroom-level interventions? This will discourage teachers from making regular parent contact, since they will need to reserve more time for parent conferences. - The GSRR needs to spell out what steps can be taken when parent contact is required, but parents are unavailable. Some parents actively avoid school contact to keep their student's discipline from being escalated. - Truancy will not be reduced until it is elevated above a level 1. We have pages of interventions for teachers and administrators to keep students in class, but treat intentional student absence as a minor offense. - Tardiness/truancy should automatically be elevated to the next level after a set number of occurrences. For example, after 10 occurrences it becomes a level 2 offense. After 10 more, it becomes a level 3. These students are negatively impacting the learning of all other students on a daily basis and must be stopped.	Reviewed	These issues will be addressed through training	
General		No suggestions. We appreciated the ease of use and noted it was more user friendly than the previous version. We liked how each offense and action was mapped out.	Reviewed	N	
General		Adding a Safe Zone Disclaimer would be a good addition	Reviewed	N	
General		All print should be in black	Reviewed	N	
General		Pg. 4-Typo-parenthesis after parent	Reviewed	Revised	
General		Pg. 14-will there be training ion the new guidelines for applying consequences	Reviewed	This will be addressed through training	
General		Pg. 17-with attendance being included in state letter grades for schools, what more can be done to enforce attendance policies? Why is it only level 1? When can an infraction be elevated?	Reviewed	N	see elevation rules on page 15
General		Suggestions: In-school suspension; community service; alternative location for 3 day OSS	Reviewed	N	
General		Suggestion: a 3 day suspension is a good consequence but it should be tied to community service options. Some students who get to stay home might not see it as a big consequence. There should also be a record kept that after so many suspensions something else can be done.	Reviewed	N	
General		Support the draft-no feedback	Reviewed	N	
General		Font size is too small, especially the Table OF Contents	Reviewed	N	
General		We like that it has more explanation of What the Code is, guiding Principles, etc.	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Have books ready for the beginning of the school year. Supply extra for new students	Reviewed	N	
General		Enumerate "Larger K-8 school size for PPC	Reviewed	N	
General		What does in-school suspension look like at the elementary level?	Reviewed	N	Reassignment to another classroom or office
General		Language is "legal". It may be difficult for parents to understand.	Reviewed	N	
General		We liked Dr. Trujillo's introduction to this document and agreed as a group that it was a nice way to introduce the GSSR.	Reviewed	N	
General		Concern that some offenses that are illegal to the public, are considered Action Level 2 in the GSSR	Reviewed	N	
General		Replace language with simpler, shorter, and clearer language for students and families	Reviewed	N	
General		What will be the consequence for students who refuse to sign or return the acknowledgement form?	Reviewed	N	None
General		Teachers must be notified of any students with Abeyance contracts and given a copy of the contract	Reviewed	N	
General		What will be the consequence for students placed in ISS who refuse to participate in lessons?	Reviewed	N	They won't get credit for the work
General		Our middle school does not currently have a PIC. Will this be implemented next school year?	Reviewed	N	
General		Why isn't parent contact, such as, phone calls, text or e-mails counted as classroom-level interventions? This will discourage teachers from making regular parent contact, since they will need to reserve more time for parent conferences.	Reviewed	N	It is counted as an intervention
General		The GSSR needs to spell out what steps can be taken when parent contact is required, but parents are unavailable. Some parents actively avoid school contact to keep their student's discipline from being escalated.	Reviewed	This will be addressed through training	
General		There should be an elementary version of the Code of Conduct	Reviewed	N	
General		Will ISI require content-certified teachers? If so, does that mean that a content-area teacher will have to take a period of ISI instead of having one teacher in there for the day?	Reviewed	N	ISI uses certified teachers, not necessarily content-specific
General		On page 6, Learning Supports Coordinators are mentioned. This needs to be changed to MTSS Facilitator.	Reviewed	Removed	
General		Administrator concerns over whether this aligns to the TPD matrix	Reviewed	N	
General		Clarify type of suspension for Mutual Combat.	Reviewed	N	
General		Substance Abuse Workshop is mentioned. Where/when will this occur? District-sponsored?	Reviewed	This will be addressed through training	
General		Pg. 12-what does what does 'req'ts: mean?	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Pg. 12-Mutual combat-Who completes the mediation-principal or counselor?	Reviewed	This will be addressed through training	
General		Possession or use of drugs/alcohol-who performs the substance abuse workshops?	Reviewed	This will be addressed through training	
General		Pg. 15-assault-if serious injury occurs, we are obligated to report, should this be noted in this section?	Reviewed	This will be addressed through training	
General		Need better release of materials-many parents never received the GSRR and have multiple kids in the district	Reviewed	N	
General		more in-school alternatives to suspension. OSS is not a learning experience or effective consequence for students because kids just see it as days off and they just get behind in school work.	Reviewed	N	
General		Change name to "Student Success Handbook"	Reviewed	Revised	
General		Change "all" at end of PIC paragraph...it's "most" HS MS and some K8s	Reviewed	Revised	
General		Add "only in rare circumstances, level 4 OR 5"	Reviewed	Revised	
General		PG.3-GB names/titles box-this is not accurate	Reviewed	Revised	
General		Pg. 2-delete repeated comma in discrimination statement	Reviewed	Revised	
General		We approve this document. We like the way level 4 violations are addressed in the GSRR for 218-19.	Reviewed	N	
General		OK as is :)	Reviewed	N	
General		Add a section that specifically references to cyberbullying and social media. Recommend more explicit references to social media and anti-bullying (cyber bullying) throughout the document	Reviewed	N	
General		We recommend that Multicultural Student Services and the programs/services provided be included in intervention/discipline based model.	Reviewed	N	
General		Add Youth/Peer Court program model in alignment with national models as a supportive school discipline practice in addition to PBIS and Restorative practices.	Reviewed	N	
General		If we are worried about the competency of principals then the director or the assistant superintendent should step in with more requirements. However, there are many principals who are following and implementing the guidelines – the district needs to support these efforts. If we make our principals have to ask for permission to suspend – we are showing doubt in the work they need to accomplish.	Reviewed	N	
General		We like the idea of implementing the art work. I appreciate the voice of the book. It is helpful, informative and is directed to our families and students. Letter from the Superintendent is a positive addition.	Reviewed	N	
General		We have stated the need for the principal to have the final say of what the discipline students will receive at their school. The principal needs to be consistent and training for our administrators will produce this consistency. The idea that the principal needs to go to a team to make final discipline actions does not show that we support the role of the principal. Please see above and it is actually page 14 that has these requirements.	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		if I'm signing something, I want to see what I'm signing; signing page should be at the end of book; make bold on page 5, "I acknowledge that I have....." make page 5 page 24	Reviewed	N	
General		Format beginning on page 18, titles like RPPF; who is the RPPF? Will every school have this person?	Reviewed	N	No
General		basic information pages look easier to read	Reviewed	N	
General		Is the booklet going to be only online?	Reviewed	N	Yes
General		What about a student's right to make-up work after being suspended?	Reviewed	N	
General		Pg. 3-change kid to child	Reviewed	N	
General		Pg. 7-change kids to students	Reviewed	Revised	
General		the draft was explicit; new to members; the draft was informational; 90% was well written; looks good; no concerns or major adjustments	Reviewed	N	
General		Pgs. 6 and 7-good addition, well thought out	Reviewed	N	
General		Pg. 11-User friendly, big change	Reviewed	N	
General		Some items should be a higher action level	Reviewed	N	
General		Repeated reckless behavior should be a higher level	Reviewed	N	
General		PBIS needs to be revised.	Reviewed	N	
General		To close all school access and leave only two entrance and with metal detectors	Reviewed	N	
General		More attention from teachers in the bullying problems	Reviewed	N	
General		Would like to see police at middle and elementary schools	Reviewed	N	
General		In Spanish please	Reviewed	N	
General		some pages need larger print-pages 15-23	Reviewed	N	
General		the font need to be bigger to attract attention	Reviewed	N	
General		at the end of the booklet the font should be bigger. The important points should be bigger font	Reviewed	N	
General		use of same font	Reviewed	N	
General		Table of contents should be bigger	Reviewed	Revised	
General		Is any part of this about parents and consequences for them?	Reviewed	N	
General		at the family center we don't deal with students, we deal with parents and we need to have a booklet with responsibility/discipline	Reviewed	N	

