

| Date | Source | Name | Section | Comment | Suggestion | Revision? |
|----------|--------|-----------------|----------------------|---|---|---|
| 6/6/2018 | Online | Luis Ganan | | No suggested changes. Thank you for the chance to review document for possible recommendations | | N |
| 6/6/2018 | Online | Carmen Nichols | Acknowledgement Form | Please add a "print student name" line on Parent and Student Signature page. Signatures can be hard to read. Thank you. | | N, the acknowledgement page has been eliminated |
| 6/6/2028 | Online | Danielle DuBois | Acknowledgement Form | | The Code of Conduct Acknowledgement form has "Take Pride in School". The other categories are within a student's control, but take pride in school relies on a number of variables out of students' control and therefore I think inappropriate. (E.g., in order for a student to take pride in their school, it has to be staffed appropriately, they need to be treated with respect, it needs to be maintained in a safe and functional manner, the other students need to be respectful.) | N, the acknowledgement page has been eliminated |
| 6/6/2018 | Online | Danielle DuBois | Action Levels | | I would suggest adding "or anything of value, prospective or immediate." Kids with no money can certainly gamble away their favorite toy, their shoes, or even their lunch - and other kids can certainly take advantage of that | Y, added "or thing of value" on page 12 of Draft 7 |
| 6/6/2018 | Online | Not Stated | Action Levels | I see the Student Code of Conduct states that rape and sexual assault is supposed to be a mandatory reporting to law enforcement. Why didn't the UHS basketball player get reported if the principal and administrators and coaches knew about it? Instead, he was rewarded with a spot on the Varsity team when he came back from 6 weeks suspension and missing tryouts and weeks of practices. Sends a great message to our kids! | | N |
| 6/6/2018 | Online | Lisa Carotenuto | Action Levels | Thank you for making inappropriate language at least a Level 2 violation with the possibility of a Level 3 designation. Please respect the professional integrity of teachers and staff to know the difference between inappropriate language in a casual context and inappropriate language used toward a teacher or staff member with the intent to insult or intimidate. Teachers and staff members can be the recipients of toxic inappropriate language from students, often said in class. When teachers try to get these violations escalated to a more serious offense, we are told that inappropriate language toward a teacher, even when the language is extreme, is a Level 1 offense. Consequently, nothing can be done about it, other than Tier 1 interventions. This can embolden other students to use this language, creating a hostile learning environment for all students and teachers. | | Y, this section has been updated to reflect the intention to elevate only where there is "intent to insult or intimidate" not just inappropriate language in a casual context |
| 6/6/2018 | Online | Michael Beck | Action Levels | I have a concern about the section concerning drugs and alcohol. Although it is a level 4 offense, we basically waive it to a short term suspension (3 days) for a first offense, and a short term (with 8 day abeyance) for a second offense. We are basically stating a student can't get a hearing or assigned to DAEP until they have a 3rd drug/alcohol offense. | My suggestion is as follows 1st time--5 day OSS, 25 day Abeyance--This allows for counselors, MTSS, AP's to closely monitor students grades, attendance and address those problem areas as they go through an abeyance and gets students back into school sooner. 2nd offense--Hearing. I know that is a little harsh, but if students are going to use and/or possess drugs on a campus, it puts more kids at risk. They need a longer consequence. | N |

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| 6/8/2018 | Online | Dinah McGlory | Exclusionary Consequences | On page 6 and 7 it states "The principal will investigate..." "The principal will send... It is misleading because the principal or the AP will not do these items collaboratively or individually | I think it would be better to stated "The administration or designee will investigate..." "send notice" because sometimes the principal[al is out of the building and the AP has to take care of these items. | Y, added "or designee" |
| | Online | Monica Ledesma | General | My child goes to Bonillas Elementary and we had an issue where my child was assaulted by another student. The principle made it out to be my child's fault that I was not notified by the school and was his fault this other child assaulted him because they are not to be hanging out together even though they were not hanging out and the other child went to him. He still has scaring on his face from this. Upon getting crappy answers from principle and monitor I find out this was NOT the first time. This other child has placed her hands around his throat and choked him. I was not notified of this happening 5 months prior. turns out has happened several times! My child is now informed to fight back male or female to defend himself because the school is not doing anything about issues. | If a child is getting bullied and assaulted several times on school grounds and said child decides to fight back, there should be NO punishment for this. My child has had phone calls home about this and I do not agree with him getting punished for hitting a female child who chokes and scratches his face for no reason. Why am I notified about my male child defending himself but not notified when a female student assaults my male child and leaves scaring??? | N, administrators must consider a student's claim of self-defense in determining consequences. See page 9, #10 |
| 6/6/2018 | Online | Wendy Swartz | General | Over all this document should include somewhere verbiage to support a functional behavioral assessment since all behaviors are communication students who have disruptive behaviors are telling the adults something what needs to be determined. It has been my experience that to request or suggest an FBA is discouraged to the point where other parents and I have discussed that they must cost thousands of dollars to perform because you can't ever get one even though this practice of ensuring that we figure out why children are having disruptive behavior would in turn make for a better learning environment for all students. | "When and where does the code apply" - 3rd bullet - add fine arts activities (this document should be inclusive of all students) "Removal of students" there is no mention of what happens with a student has repeated reports, currently students understand there is not usually follow up so they continue to disrespect teachers and site staff, there is nit process for when the teacher reporting is repeated and restorative practices, there needs to be a bridge that has clear expectations to both students and staff. Bullying - the list of offenses to groups, should include disabled, again all verbiage should be inclusive throughout the document. I'm not sure which part of the document they should be added to but when a child with a disability has an incident that they are involved in whether they are a perpetrator or a victim for lack of better words they are IP team should be present at all investigations all levels of figuring out what happened because a lot of children with disabilities have poor communication skills both receptive and expressive and without someone there who is familiar with that child and their particular disability and how it affects their ability to communicate it is not fair to that child that they may be misrepresented or may not be totally understood for lack of information regarding how their disability. | N, see page 19. The IEP or 504 team is involved in the manifestation hearing to determine what occurred, but a member of that team cannot always be available for every investigation at the moment an incident occurs. |

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| 6/6/2018 | Online | Wendy Swartz | General | | (continued) I'm not sure which part of the document that should be added to but when a child with a disability has an incident that they are involved in whether they are a perpetrator or a victim for lack of better words they are IP team should be present at all investigations all levels of figuring out what happened because a lot of children with disabilities have poor communication skills both receptive and expressive and without someone there who is familiar with that child and their particular disability and how it affects their ability to communicate it is not fair to that child that they may be misrepresented or may not be totally understood for lack of information regarding how their disability affects them. As a parent of six children who all have disabilities who have all been in public school for most of their education I am happy to receive a phone call or email regarding more specific details in case my suggestions or comments are unclear. I am a strong advocate for public schools and I am also a strong advocate for children with disabilities being included in public school and wish to assist in anyway possible to make our school successful. | |
| 6/6/2018 | Online | Annette Garcia-Morales | General | I believe the code of conduct also needs to be enforced among the each school including the administration/faculty/staff. I have witness unprofessional conduct in these areas while visiting campus. | We need professionals that value our children and are willing to help them be successful, not just for a paycheck. | N |
| 6/6/2018 | Online | Not Stated | General | Why are you even bothering to ask? You and these "teachers" do nothing, go on strike, yell and threaten for \$\$\$, then act like nothing happened | Act like adults. Communicate with parents who ask, maybe you'd actually get some support. Useless things like this are one of MANY reasons my teen is no longer a student, and my toddler will NEVER step foot in a TUSD school. | N |
| 6/6/2018 | Online | Krista Anderson | General | Coaches affiliated with TUSD uphold professional and respectful behavior when discussing student athletes within the school and community | Adults/Coaches representing a TUSD school should be held accountable not to bad mouth students & athletes. | N |
| 6/6/2018 | Online | Clifton Weston | General | The GSRR does not allow administrators, teachers, or classified staff to make appropriate discipline where needed. A student can bring a vape pen to school and all the GSRR will allow it to be a restorative conference. In every other district, this is an automatic 5 day suspension, no questions asked. The students are over taking the schools because they know that they can't get in trouble for their actions. It does not allow the correct consequences for the actions that students do. There is also no follow up with faculty or staff on a given consequence. If I as a teacher send a student to the front office, there is no follow up and just a black hole of lost information. | Give the administration the freedom to give appropriate discipline for consequences for actions done | N |
| 6/6/2018 | Online | Andre Beroud | General | Staff must take charge, take your schools back !!! | BRING BACK THE PADDLE AND THE RULER !! | N |

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| 6/6/2018 | Online | Julia Lehman | General | This outlines many valid points and as a whole I think it's an excellent code of conduct I believe it should be implemented. Now with that being said the parents who need to understand this , the kids who need this implemented on the most neither will sit and read through 26 pages it's a sad fact the apple does not fall far from the tree in most cases. | My suggestion is a simple quick to the point break down one that could be understood and comprehended and impact individuals whose attention span or maybe too busy working 2 jobs who knows why some parents don't read the papers that come home or participate in functions or meetings, I'm just thinking a quick guide that maybe references pages in the larger guide if the parent needs further clarification. Sincerely Busy but still caring Mom | N |
| 6/6/2018 | Online | Lawrence Cleaves | General | Having policies that will not be implemented by a school's administration will not work. I have had three administrators with the district and none of them have enforced discipline policies. | Force school administrators to follow the new guidelines. Thanks. | N |
| 6/6/2018 | Online | Mike Davis | General | The first 6 pages are how a student can get around punishment for their actions. In the real world they will face unflinching legal system that will hold them accountable for their actions. | We want to educate children but this policy is too weak. My children are in a good TUSD school now but I am worried about middle school. I don't want them to have to sit in class getting distracted by a child with behavior issues or who is violent. We need to expulsion not behavior contracts. I know that's not politically correct but true. | N |
| 6/6/2018 | Online | Rebeca Stroup | General | I think it is great that TUSD aims to promote positive behavior and implement district wide initiative. However, I feel that administration is not able to fully implement discipline or consequences that can actually change the behavior of a student. There are so many students that continue to misbehave and make no growth even with the many different attempt by the school. For instance, I was verbally accosted by a student and I felt sacred for my safety. The student was not reprimanded nor suspended. He then proceeded to talk about me in a negative matter to staff and other students. I know I am not the only employee who has gone through this. It is to the point that people of leaving the district as well as parents not wanting their students to go to TUSD schools. At this point I would not send my kids to TUSD schools. If the district doesn't change and hold students and parents accountable for their actions more and more people will leave the district. I know there will always be issues like these in schools, but I have never been in a district with such inadequate handling of incidents. | Allow schools to suspend and discipline students how they see fit. | N |
| 6/6/2018 | Online | Toni Lopez Krause | General | I appreciate the thorough and thoughtful approach to discipline laid out in the GSRR. It is clear and easy for me to understand as an adult. I think that the levels of discipline make sense and the approaches utilized such as Restorative Practices and PBIS are effective at both responding sensitively to the social-emotional needs of children while maintaining clear expectations and accountability. Thank you for the opportunity to share my input. | I wonder what kind of guidance can be given to parents to help them help their children understand the important information in the code. How can the code be "translated" into developmentally appropriate language? I wonder about the use of mindfulness integrated into the discipline approaches. Many schools across the country are implementing this promising practice based on evidence derived from studies that are summarized on this page: https://www.mindfulschools.org/about-mindfulness/research/ | N |

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| 6/6/2018 | Online | Marissa Stewart | General | My son was assaulted this year by two students at Magee Middle School. I was notified the day that it happened and I went down to the school to check on my son and to see what actions were going to be taken and what my options were as a parent. I am a single mom of 4. I work full time and go to school so I do not have all the time in the world to make phone calls but I did make several phone calls to the principal and vice principal but to no avail. I left so many messages and I still had no information as to what action was taken against the children who hurt my son. I was not given names to follow up on for filing charges. I have never in my life encountered such poor communication from an establishment especially a school! | Answer the phones, returns messages, and don't give parents the run around when something as serious as bullying is effecting their child! | N |
| 6/7/2018 | Online | Jeffrey St. Clair | General | Bullying needs to stop! | Punishment for first time bullying should be suspension. Second time should be in-house suspension and anything after should be grounds of expulsion. Zero tolerance on this issue! | N, depending on the circumstances, if the bullying presents a safety threat suspension may be an option |
| 6/7/2018 | Online | Vanessa Matthew | General | I thought it addressed needs of students in general and emphasized special needs | There has to be more of an accountability for students versus the time out method. I believe if students are aware they can get out of class or lessons for 30 minutes, misbehavior and disrespect will continue in the classes. | N |
| 6/7/2018 | Online | Theresa Combs | General | At the School I work for, the Student code of conduct is never upheld. If we as staff see things that our admin clearly is ignoring who do we go to that is higher up to help? I've had to call the security line for help with fights only to have my principal yell at me for calling. | If you are going to put the Student Code of Conduct in place then it needs to be enforced from day one to the last day of school not when the admin at the school decides to. | N |
| 6/9/2018 | Online | Jennifer Pereda | General | Even though Sanchez was what he was, he had the right idea and include all stakeholders and getting valid opinions from all who will take part of TUSD. | And what about the rights of the parents and the students? As not all teachers and/ or staff members act with integrity or upstanding character and can be very mean hearted towards some kids just because I don't like the way they look ! | N |
| 6/9/2018 | Online | | General | Too many options or in other words chances for the students to misbehave | Whatever happened to plain old expelling a student who just did not want to be in school? School equals education as far as I've ever known it to be for. Not day care, not reforming or a place just to hang out. Maybe I'm just have antiquated thoughts on this but its my opinion and the GSRR should not be that detailed. | N |

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| 6/7/2018 | Online | Heather Woods | PBIS | <p>When PBIS was instituted in TUSD schools last year, I went to the PBIS website to find out what it was about. I have to say that I was very disturbed, and had to schedule a meeting with the Principal of our school. I find this program (at least at it's base according to the website), to be very politically motivated. At it's heart, it appears to follow the left-leaning narrative that minorities are bullied and punished more often than "non-minority" and "cis-gendered" children. I saw a disproportionate amount of time given on how to be "inclusive" of these groups by being more "exclusionary" of other groups. I can tell you that my children, who are white and Christian, have experienced bullying, by students AND teachers alike, because of their faith. When we discussed these issues at home, we talked about the proper way to handle the bullying...do not react in kind, ignore these people and move on. Be the bigger person. Be respectful. If the abuse continued, then we (the parents) would get involved. I'm also disturbed by the abusive and disruptive conduct of some kids in the classroom (as told to me by my students), that was barely acknowledged or dealt with by the teacher.</p> <p>The PBIS program with its time-outs and "transfer" of problem students to other classrooms because we don't want to treat problem students like problem students reminds me of kindergarten classrooms. These are young adults. They should behave as responsible young adults, or not be allowed in the classroom with other kids who know how to be respectful and non-violent. I understand that some children come from less-than-desirable homes with little to no adult supervision, but that does not mean that the school should take up that parental roll.</p> | <p>(continued from comment) I thought that's why charter schools, trade schools, and alternative learning centers were created. The fact that a young adult can assault someone on campus without necessarily being suspended is ludicrous. Anything considered a crime in the public sphere should be considered a crime on campus. This multi-step corrective action plan does not seem to teach kids real world consequences...but instead seems to coddle them for the purpose of "social justice". The bottom line is this, PBIS will end up serving the accepted minority groups listed on the website, while doing a disservice to the kids who are doing what they are supposed to be doing and behaving the way they are supposed to be behaving. Basically, the "good kids" are gonna get the raw end of the deal while the problem kids get all of the attention. On a final note, my students (and their friends) thought the rewards based system instituted at their school was insulting. They were already "doing the right thing" and behaving respectfully because that is a lesson they learned early on - to do the right thing because it is right, not because you get some reward for it. To give young adults a reward for behaving in a way that they should already be behaving is condescending...and not based in reality. PBIS, and the other programs like it, are catering to the lowest common denominator, which inevitably leads to frustration and feelings of ill will on the part of the majority who do the right thing anyway. This is creating generations of entitled adults, and we are all going to pay for it.</p> | N |
| 6/8/2018 | Online | Carol Ann Hoenshell | PIC's | <p>Students who struggle with maintaining appropriate respectful, non-disruptive behavior in class will know that within the first 15 or last 15 minutes of class they can be disruptive and there will be nothing the teacher can do since it is written as "The teacher will not....". This type of language provides students with the belief they will not be held accountable the first/last 15 minutes which are the most critical time periods within a classroom. Bellwork is intended to introduce the days learning goal and expectations for the day and the last 15 minutes provides time for informal assessments to check for understanding. If students are not held accountable during these critical time periods that is potentially 30 minutes per period per student loss of academic instructional time. Also, the language is negatively directed toward teachers instead of written in a more proactive means of communicating expectations for both student and teacher.</p> | <p>Students will remain in class for the first and last 5 minutes of class. Interventions should be exhausted before students are sent from class unless the behavior directly interferes with the learning of other students. Teachers must notify administrators once the same student has been sent to PIC the third time. Teachers will document all intervention attempts for any student. Also, there have been classes usually where there is a substitute where a collective body of students decide to be disruptive. If no more than three can be sent out, there needs to be some level of support in cases where a group of students decide to be disruptive since they will know only three can be sent out. Thank you for taking the time to read my comments.</p> | N, Draft 7 includes a requirement of three classroom level interventions prior to removal for Level 1 violations |
| 6/6/2018 | Online | Sarah Grace | Rights and Responsibilities | <p>At the end of the document on page 25, you have student and parent rights and responsibilities. I would also like to see a section for teacher rights and responsibilities. As a former TUSD teacher, it would have been nice to see in print what rights I had and the responsibilities expected of me and all teachers</p> | | N |

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| 6/10/2018 | Online | Diana West Acuna | RP/PBIS | 1. Page 5: The limitations for duration and when (not during first 15 minutes of class) a teacher is allowed to send a student out of class is not consistent with ARS 15.841. Said law does not impose these limitations. | I believe that my comments imply suggestions | Y, revised to read "based on ARS" to clarify that the District must align (to the best of its ability) state law, the federal desegregation order, and other discipline-related policies. |
| 6/10/2018 | Online | Diana West Acuna | RP/PBIS | In fact, 2. Said law states: "A teacher may remove a pupil from the classroom if either of the following conditions exists" and "Each school shall establish a placement review committee to determine the placement of a pupil if a teacher refuses to readmit the pupil to the teacher's class and to make recommendations to the governing board regarding the readmission of expelled pupils. The process for determining the placement of a pupil in a new class or replacement in the existing class shall not exceed three business days from the date the pupil was first removed from the existing class. The principal shall not return a pupil to the classroom from which the pupil was removed without the teacher's consent unless the committee determines that the return of the pupil to that classroom is the best or only practicable alternative. | (continued from Comment) The committee shall be composed of two teachers who are employed at the school and who are selected by the faculty members of the school and one administrator who is employed by the school and who is selected by the principal. The faculty members of the school shall select a third teacher to serve as an alternate member of the committee. If the teacher who refuses to readmit the pupil is a member of the committee, that teacher shall be excused from participating in the determination of the pupil's readmission and the alternate teacher member shall replace that teacher on the committee until the conclusion of all matters relating to that pupil's readmission.", which begs: | Y, revised to read "based on ARS" to clarify that the District must align (to the best of its ability) state law, the federal desegregation order, and other discipline-related policies. |
| 6/10/2018 | Online | Diana West Acuna | RP/PBIS | 3. PRCs are not being formed, nor enforced in our schools and teachers have been denied the use of this law-established measure. The law requires the formation of these committees to protect teachers and students from egregious, regular disruption. 4. Page 5: Am I correct in understanding, with the added language, that ISS is never to be used, then? Since the section in ISI states that all schools have ISI.. The ISI and ISS sections contradict each other and the new ISS language ties the hands of admin/schools with regard to placing a student in an alternative setting. | | N |

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| 6/10/2018 | Online | Diana West Acuna | RP/PBIS | <p>5. Page 12: I am in support of the Stegeman and Fisher recommendation to place swearing at a teacher at level 3. This is an every day occurrence, creates anxiety for teachers and other students, is totally unacceptable, and is quite possibly a major reason why teachers leave the profession. Disrespect. Which leads me to:</p> <p>6. Page 20: It is my hope that School Employee Rights and Responsibilities will one day be added to this document, particularly with regard to a disruption-free learning environment, safety, and respect. It would be beneficial for students and parents to see on this page that TUSD is in full support of them, but also its staff.</p> <p>7. Thank you for all of your hard work on the revision of this document. I do appreciate the changes that have been made that strengthen the abilities of teachers to actually teach.</p> | | N |
| 6/6/2018 | Online | Danielle DuBois | Student Responsibilities | | there is a item of "Protect and take care of school's property" - I think this is more appropriate and can capture a level of pride that is within a student's control. | N |
| 6/9/2018 | Online | Molly Harris | Violation Chart | Under "Violation Charts" under "Endangerment" there is a typo. | It should read "skateboarding on campus" instead of "skateboarding no campus". | Y, revised |
| 6/12/2018 | Online | Ondrea Campbell | General | <p>It wasn't clear that once we submitted the form, we would not be allowed to add or change.</p> <p>The rules on page 5 are troublesome. For example, saying that a teacher can only send out three students per period means that teacher will have no recourse when the fourth person acts up. While it shouldn't happen often, it does happen once in a while, especially in middle school when students (7th graders especially) are testing their limits. The rule about no students being sent out the first 15 or last 15 is troublesome as well. One day I had a student walk in, sit on the counters, and blast music from a speaker that repeated the phrase "I love this sh!t" over and over again. The 15 minute rule means that he would have had to sit there for 15 minutes before I could send him out. Consistency is key, and students are smart. The vast majority will not be the problem, but we need to understand that these rules will back teachers into situations where students with intent will exploit those rules. If you say they can't be sent out the last 15 minutes, they will choose to act out in the last 10 and know that the teacher can do nothing to stop them, and the other students will see that and some students will do it again the next day. What is the intent of this rule?</p> | <p>(continued from comment) Can the intent be honored without creating inconsistent consequences in the classroom? Beginning of class or end of class, the consequence should be consistent across incidences. This tells students that when their behavior is disruptive and they aren't changing it, they can avoid being sent out if they time it right. I feel these rules are more for administrative convenience than for student structure and support. ** Only allowing ISS in a place without ISI means that students who continue disruptive behavior in the ISI Instruction, will not be able to be escalated in an in-school environment, leaving only out of school Suspension as the only next option. ** p. 6 should include that principals will let the student know the results of their investigation, and not only if the complaint is found to be valid. If the student's complaint is found to be not valid, they should be informed as well. ** I approve of changing "parents" to "parents/guardians", as many of our students come from situations where a biological parent is not their guardian or caretaker. ** p. 9/10 Students who participate in misbehavior or encourage it by posting videos of fights on social media, etc. should be explicitly included in the list of violations, at a higher level than 1. Livecasting a fight should be considered more serious than calling someone a name from across the hallway. ** p . 10 Thank you for including knowledge that the target is school staff as a qualification for a level 5 violation</p> | N |

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| 6/12/2018 | Online | Ondrea Campbell | General | | ** re: swearing at staff, the only difference between level 2 and level 3 is being removed from the classroom for a time. If the student and teacher need a couple days for the situation to settle, it might be for the best. Maybe just during that period, or in elementary for a day. ** The new format is much easier to understand, and in a much more non-threatening format. I like it! Thank you for your consideration. | N |
| 6/12/2018 | Online | Ondrea Campbell | RP/PBIS | Confusing terms | The term " no more than 30 minutes or the remainder of one class period" will be seen as students who are sent out near the beginning of a 45 minute period are allowed back with the last 15 minutes to go. I know it's phrased "correctly" but that's what they will think. It could use rephrasing | N |
| 6/12/2018 | Online | Paula Listzwan | Multiple | Principals and APs at the elementary level (Pre-K-5th Grade) shall 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. Is this saying it is up to their discretion or is it a you have to do this? If it is you have to do always consider it at one lower level then there should be a separate Code of Conduct for students in Pre-K -5th Grade and remove this from the upper levels. Thus, a K-8 school would have 2 Codes of Conduct. It is essential to effective teaching to build a relationship with each student. This is difficult for beginning teachers. When Level 1 incidents keep re-occurring with the same students or possibly in the same classroom. I believe there most likely is a classroom management issue. This may also be why TUSD loses so many beginning teachers. They are feeling a lack of support that no Code of Conduct can address. The classroom teacher needs support of other personnel at the building level. In my opinion each building should have a mentor teacher who is chosen by the teachers and agrees to fulfill this role. There needs to be a small stipend which can come out of building budgets. While I am very supportive of restorative circles, There needs to be a specific timeline for when restorative circles, etc. are held after an incident. Preferably they should be held no later than 1 school day for a Level 1 or Level 2 | Principals and APs at the elementary level (Pre-K-5th Grade) shall 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. Is this saying it is up to their discretion or is it a you have to do this? If it is you have to do always consider it at one lower level then there should be a separate Code of Conduct for students in Pre-K -5th Grade and remove this from the upper levels. Thus, a K-8 school would have 2 Codes of Conduct. It is essential to effective teaching to build a relationship with each student. This is difficult for beginning teachers. When Level 1 incidents keep re-occurring with the same students or possibly in the same classroom. I believe there most likely is a classroom management issue. This may also be why TUSD loses so many beginning teachers. They are feeling a lack of support that no Code of Conduct can address. The classroom teacher needs support of other personnel at the building level. In my opinion each building should have a mentor teacher who is chosen by the teachers and agrees to fulfill this role. There needs to be a small stipend which can come out of building budgets. While I am very supportive of restorative circles, There needs to be a specific timeline for when restorative circles, etc. are held after an incident. Preferably they should be held no later than 1 school day for a Level 1 or Level 2 incident. | N |
| 6/12/2018 | Online | Paula Listzwan | Multiple | | Under Dishonest/Plagiarism. What kind of message are we sending too future employees (our current students) if getting a zero on the assignment isn't the automatic consequence. I'm not talking about forgetting to footnote a quote. If they have read the Code of Conduct they would know that is the consequence and so would the parent/legal guardian. Other Violations of School Policies has two categories that I believe are among the number one problems in classrooms. That is the use of Inappropriate Language (verbal or nonverbal) and Disruption. These belong in the first section Aggression. It almost seems like these are hidden toward the end in an almost Miscellaneous section. | N |

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| 6/12/2018 | Online | Mary Saraceni | Exclusionary Consequences/ General | On page 5, the term "practicable" is used, but wouldn't "practical" make more sense to readers? In the section JICI, under what circumstances would an administrator authorize someone to bring a weapon on campus? This is a vaguely worded statement, open to many interpretations. Under what circumstances would an administrator treat swearing as a level 3 instead of a level 2? This is another vaguely worded statement, left to several interpretations. | On the bottom of page 6, add "guardian" to "...sends a copy to the parent on the 1st day of suspension." On page 5, the term "pupil" and the term "student" are used. Pick one and be consistent for ease of understanding by reader. Throughout the document, the term "administrator" is used, but sometimes the term "principal" is used, as well as "assistant principal." Be consistent for ease of reading and clarity. On page 5, in the statement that begins "...Staff will document..." includes "at to." Delete the word "at." | Y, revised to include "guardian" Y, revised on page 4 by changing "pupil" to "student" Y, revised to refer to "Principals/APs" rather than "Administrators" |
| 6/12/2018 | Online | Melissa Hubbard | General | As a "distinguished" teacher at an award-winning PBIS middle school, Mansfeld, I am very supportive of the emphasis on POSITIVE behavior interventions, which are successful with the vast majority of students. However, teachers and administrators struggle with the small percentage of students who interfere with the learning process in the classroom. Although we want to work with those troubled students and help them acquire more positive behaviors, we need these new, stronger consequences as drafted in the new version of the GSRRs, in order to discourage misbehavior and to remove the repeatedly disruptive student when necessary. As a TUSD parent, I would be outraged if my student's learning environment were being negatively impacted on a daily basis by one or two students in the class because the GSRRs effectively impede teacher's and administrator's abilities to intervene meaningfully. I support these drafted additions to the GSRRs, but I must emphasize that these changes will only be successful if all TUSD schools are fully committed to practicing PBIS. | In tandem with the proposed changes to the GSRRs, all TUSD schools MUST be fully trained in and committed to practicing PBIS. Fund support staff (community liaison, dean of students, ethnicity support staff) to work with students and families who need one-on-one support. Insist on documentation in Synergy by all teachers/staff. Select principals who are strong and supportive. If Mansfeld can be successful, every single TUSD school can be, too! | N |
| 5/3/2018 | Ex Ed Dept. | Parents and Dept. Members | General | All parents likes the cover; they found the document easy to read; loved the color-would like it sent to parents in color; liked the letter from the Superintendent; easy to read; informative; very positive reception overall | Too much type on page 2; not sure about the little icons; want defined roles for RP and PBIS; questions about PIC's-how will this happen?; the visual on page 7 is not clear; more detailed explanation of exclusionary consequences' question about the term 'imminent death'-this was difficult to quantify, short of pending a gun; lots of discussion about a parent attending school with he student; formatting and font issues; parents wanted information on what the district is doing to prevent incidents-possible another document? | N |

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| 6/13/2018 | Online | Sibel Duzenli | RP/PBIS | <p>The restorative practices described in this document (page 5) are inadequate and do not reflect restorative practice as it has been researched and as it has been found to be effective. The only exception is the "Formal Restorative Conference" which explicitly requires a trained practitioner, who one might assume would understand the principles of restorative justice - none of which are made clear in this document. When I was a teenager I was the beneficiary of carefully practiced restorative justice. This helped mend and important family bond, and taught me a lesson that I remember to this day. As an adult and now a teacher, I witnessed a 'restorative' group-circle in a TUSD high school classroom that had the opposite effect of restoring trust and respect because the administrator responsible was clearly not properly trained in the theories and practices of restorative justice, and they abused their voice of authority in asserting their view over all others in the circle. Our students were left frustrated and feeling hostile toward the adults in the room. To claim that our students are being served in a way that they are not is dishonest.</p> | <p>Change the language in the document to reflect the reality of disciplinary practices in our district (this means removing language that suggests that restorative justice is routinely and consistently used) OR have a fully trained practitioner of restorative justice at every middle and high school site who can train others and oversee interventions which require restorative justice.</p> | N |
| 6/13/2018 | Online | Sibel Duzenli | RP/PBIS | <p>(continued) I want restorative justice to be applied to conflict and discipline in our schools, that would be great. Restorative justice is a valuable practice to include in school disciplinary measures because it focuses on how mutual understanding and compassion can benefit all parties. I do not believe that what I experienced was an isolated incident. I worked for TUSD's alternative to suspension program - not one of my students was ever offered access to restorative practice. This being a population of students for whom such an opportunity might have helped resolve personal issues, mend fences with their communities, and change the course of their lives forever. TUSD needs to provide training opportunities to representatives from every high school and middle school, and to ensure that anyone in the district claiming to perform restorative practices, is in fact trained in responsibly and ethically carrying out restorative justice practices. It would be a major harm to our students and a discredit to our district's reputation if adult employees of TUSD are allowed to use the term 'restorative justice' as a means of pretending to behave justly while in reality evading responsibility for their poorly considered actions and any consequences that may result.</p> | | N |
| 6/13/2018 | Online | Daisy Maester | | <p>This line doesn't sound like the description of a right, but rather like the description of a trap: "To waive any or all rights once they are made known"</p> | <p>Remove that line, it seems like it could be used as a loophole to deny students their rights under the law.</p> | N |