

FOOTHILLS



UNDERSTANDING

DISCIPLINE

AND

ACTIONS

PROVIDING UNDERSTANDING

The biggest concerns of any school are the disciplinary actions of a child. What is discipline? Discipline can be seen as a very negative factor in school. Discipline has many definitions. **Discipline** is system of rules of conduct where those involved (students and staff) are trained to **PROACTIVELY CONTROL** their behavior. We look at discipline as a means of **LEARNING**. What is a **penalty**? The implementation of a disciplinary action and consequence contributed to offending a rule, regulation, or extensive expectations.

What is the process and how is discipline learning?

We want to communicate out the steps that our staff will take to conduct more positive learning moments in behavior issues. We use **RESTORATIVE PRACTICES** in many situations in the classroom or in areas outside the classroom. These steps below are our planned practices. Know that many behavior situations may lead to higher steps, but the goal is to **NOT** have kids climb higher for an office administrative referral process. Here are our steps staff will take to better behavior. Know that some discipline actions (fighting) will lead right to step 5. Some could lead to step 2.

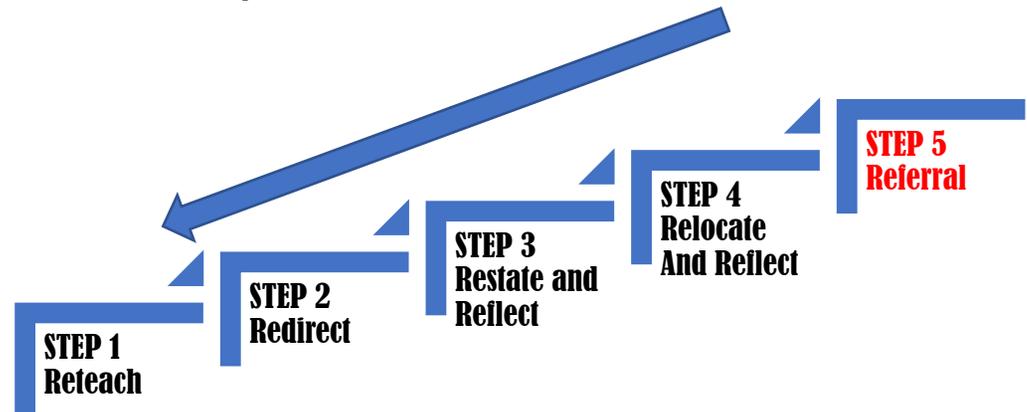
Step 1- Ask 5 Questions: What are you doing? What are you supposed to be doing? Are you doing it? What are you going to do about it? What is going to happen next time?

Step 2- Restorative questioning: Ask-What do you need to change this behavior? What will happen next?

Step 3- Written Restorative Questioning: What were you supposed to do? What did you decide to do? What will you choose to do now?

Step 4- Parents Notified. Tier 2 Team Connection. Restorative Questions Asked. Upon returning to the classroom student gives an Apology of Action. 1. Verbally state apology 2. Verbally commit to next steps 3. Student asks for what he/she needs.

Step 5- Discipline action taken by administration will result in being placed on the referral monitoring system. Parent notification will be conducted. *At any time if behavior is a danger to self or others, immediate escalation to Step 5



RESHAPING TRENDS

This section of our Foothills Understanding Discipline and Actions is to emphasis some of the trends we see that concern us as staff and parents as an organization with over 600 students. These trends are provided by research and of course our own data that we collect. What we are focusing on is what we can do to make a better environment for ALL of our students. Again, all of this is related to the “feathers” we wish our students to grow with over time and our S.O.A.R ideology. Some of these trends seem to limit their growth in many rippling effects.

Attendance

Attendance is important. It does not just mean you are at school. It has a rippling effect in the student’s behavior in being a very productive student here at Foothills and even an enthusiastic sense of being very successful at high school. There should never be a mindset in the kids of “just showing up”. There should be a mindset of “being on time” that makes more of a deeper mindset of commitment to their daily life... even when they have a job or a career someday in the future.

Tardy

We need to help kids not to be late. Of students who are late over 10 days of school, the average is 21 days late. The highest is the 50’s. For example, if a student in K-3 is missing part of a regular morning reading program, they are missing an opportunity to really learning these early literacy skills. If students miss a typical morning classroom recognition and positive start of their day, they will also miss this opportunity. We understand that the day is not perfect. Some kids will be late for valid reasons, but a trend is not a good thing for the kids.

Absences

We want kids to be here to learn and be academically successful, be in a great learning environment, and to contribute to the school culture itself. We would like some reasonable consistency for 100% of our students. We understand kids will be absent from school for valid excused reasons (illness, family issues, etc.). However, we see another trend that we want to address in these excused absences. We want you to know is that when kids miss more than 10 days of school, they are missing a lot of opportunity. This is about 20% of our students. If there is a reason for a parent decision or a parent/student decision not to be in school, we need to know why. We need to know how we can help and encourage student success... not just now, but in their future.

Cell Phones

Cell phones are not bad. Even staff are required to use them for safety situations. They can be learning devices, unfortunately, there are some negative trends we see in our school (and other schools as well) that are overwhelming and disrupting the learning environment.

What we see is a trend of “addiction” to the device. Based on research, most kids find that they are relying on the device for many aspects of their life during too much time of the day. We were flexible with the devices in the past two years, but we do see a trend of inappropriate use during the school day:

• Students playing games in the restroom	• Students playing violent games on the phone.
• Playing music during direct learning moments with a hidden ear pod.	• Students isolating themselves.
• Posting on social media during the school day.	• Negative group chats during the school day.
• Starting a planned fight in a group chat.	• Student not reporting a problem to the staff... only to a parent.
• Inappropriate content on the screens.	• Avoiding any academic work here at school with their phone
• Inappropriate loud music.	• Students playing violent games on the phone.
• Using ear pods, earphones, and headphones during transitions. This can lead to not hearing an announced safety situation (lock down).	

This year, we will have cell phone home room containers. This way students learn that their phone is still in existence but being in school is to learn and help contribute to a great learning and social-



emotional environment. This is very important. We do not want them to rely on their phone. Students will hand their phone in at the start of the homeroom time. The phone will be safe and will not disrupt the learning environment or the learning opportunities your child should

take part in. The last period of the day will involve home room phone pick up. Here the students will grab the device before they leave school. The reason for the difference between the 6th-8th grade containers and lower grades, the students have different schedules and subjects in 6th-8th grade than a homeroom teacher environment. There will be more phones for older kids too. This is a way to organize phones and pick up in a very productive and organized way.



- **No phone usage is between 7:30-3:00 on campus.**
- **Before school playground area, cafeteria, and wait time on campus before school to start- NO PHONE.**

- During school- **NO PHONE.**
- After school- Walk to the front of the school campus to use the phone.

If staff see the phone visible and in use, it will be taken, and parents will have to pick them up.

Parents are often concerned about communication between themselves and their child. During the school day should never be a concern. The school office is always there to communicate with your child. Parents would be concerned especially in safety issues. **PLEASE RELY** on the Peoria Unified School District emergency plans and communication process. Because the cell phones are homeroom contained, if there was an evacuation, for example, the cell phone container would be taken out with the staff so there could be communication to parents at an appropriate time.

- Common Sense Media- <https://www.commonsensemedia.org/>
- US National Library of Medicine National Institutes of Health - <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6449671/>

Aggression

Aggressive behavior can be the action or an act of confronting, provoking, opposing, conflicting, and competing by disturbing others in a forceful (physical and verbal) personality in pursuit of one's own personal aims and interests. This can lead to fighting, which then becomes a conflict between two or more students. This often happens related to frustration of ONE student who becomes aggressive. The trend we see is on the playground. For example, if kids are playing basketball, and a ball is taken during a dribble towards a shot for points- this student will become frustrated and physically aggressive.



Passive aggressive behavior is also a trend. This is a behavior that is used to arouse emotions and reactions in others. Mostly verbal, sometimes minimally physical (shoulder bump, hit a hat off, etc.), and even being silent with negative facial and bodily expressions....



but it is often seen as “acting dumb” or “joking” (often an excuse for their actions).

This is a video trend of some kind of social media attraction for humor or “pranking.”



These passive aggressive behaviors violate social and emotional boundaries. It can lead to breakdowns in student relationships which we strive to support in our Foothills Family. Over time, this aggressive and or passive aggressive behavior, if consistently implemented by one student to another, becomes harassing and a big focus on the concept of bullying. In incidents that we must record, aggression makes up 45% of the referrals. Of this behavior area 91% are male and 9% female. In terms of grade levels, it is amongst all grades K-8. The average of the incidents of aggression amongst grades is on average about 12% for each grade level (some are higher, and some are lower).

We highly suggest that parents view this outside of school as well with their siblings, other children family members, and in neighborhood play. A child’s effort to control another child physically or emotionally is not acceptable. A child working with, helping, and overall having a good relationship really comes down to patience and acceptance and a good heart.

Bullying

Bullying can be related to the “aggression” of the situation stated above. It can also be related to the next topic, cell phones. Bullying, by policy definition is:

Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property, is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm, occurs when there is a real or perceived imbalance of power or strength, or may constitute a violation of law.

Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying, exposure to social exclusion or ostracism, physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting, and damage to or theft of personal property.

We do not accept this kind of behavior on our campus or even if something happens outside of school and has a rippling effect on our great learning focus on our campus. Please know there is a form via PUSD policy that a parent can fill out. We also have a form here at Foothills that a student can fill out (much easier). We investigate, deeply.

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EXHIBIT

STUDENT BULLYING / HARASSMENT / INTIMIDATION

COMPLAINT FORM
(To be filed with any School District employee who will forward this document to the principal or the principal's designee)

Please print:
 Name _____ Date _____
 Address _____
 Telephone _____ Another phone where you can be reached _____
 During the hours of _____
 E-mail address _____

I wish to complain against:
 Name of person(s) _____

Specify your complaint by stating the problem as you see it. Describe the incident, the participants, the background to the incident, and any attempts you have made to solve the problem. Be sure to include all relevant dates, times, and places. Additional pages may be attached if necessary.

If there is anyone who could provide more information regarding this complaint, please list name(s), address(es), and telephone number(s).

Figure 1-PUSD Policy Bullying Form

Also know that we see a lot of forms that may come in. This allows us to really address behavior that may be intimidating related to the student reporting themselves or what other students reporting see as well. Of the bullying reports, there is only about 4% of the referrals we record as, by definition, bullying (Records record as “harassment”). Often administration will get kids together to discuss the issues. Often we will have kids really reflect on their response to others in frustrating moments. We will often not ever tell who is reporting their behavior. If there is a CONTINUING trend of this behavior... it will lead to disciplinary actions.

Going back to S.O.A.R. and student actions:

Foothills Initial Bullying Report

Name of student being bullied: _____
 Name of person harassing or intimidating student above: _____
 Name of reporter (maybe same as student being bullied): _____
 Date Reporting: _____

Types of bullying (Check all that apply)

<input type="checkbox"/> Called mean names	<input type="checkbox"/> Threatened	<input type="checkbox"/> Excluded (left out)	<input type="checkbox"/> Racial comments	<input type="checkbox"/> Mocking, parodied	<input type="checkbox"/> Told lies or false rumors	<input type="checkbox"/> Sexual comments	<input type="checkbox"/> Cyber-bullying (texting, email, text, etc)	<input type="checkbox"/> Tricked or damaged something of yours	<input type="checkbox"/> Other:
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When did this happen? (Check all that apply)

<input type="checkbox"/> In hallway	<input type="checkbox"/> Classroom	<input type="checkbox"/> Restroom	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Playing in the neighborhood	<input type="checkbox"/> Playground	<input type="checkbox"/> Going to/from school	<input type="checkbox"/> On the bus	<input type="checkbox"/> Bus stop	<input type="checkbox"/> Online (email, text, etc)	<input type="checkbox"/> Other:
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Is this the first time this has occurred?

Yes
 No

Additional Notes: _____

Who has been told about the incident? (Check all that apply)

<input type="checkbox"/> Teacher	<input type="checkbox"/> Parents/guardian	<input type="checkbox"/> Nobody yet	<input type="checkbox"/> Friend	<input type="checkbox"/> Students	<input type="checkbox"/> Other:
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Who witnessed the incident? (Check all that apply)

<input type="checkbox"/> Teacher	<input type="checkbox"/> Parents/guardian	<input type="checkbox"/> Nobody yet	<input type="checkbox"/> Friend	<input type="checkbox"/> Students	<input type="checkbox"/> Other:
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Witness name: _____

Please provide any other information on the bottom and/or back of this sheet.

SAFE- Allow others to feel safe physically and emotionally.

OWN YOUR CHOICE- Deal with your frustration in a different and positive way. Go to an adult to help you make a better decision. If you did something wrong, admit it and make a better decision.

ATTITUDE- Don't feel that intimidation will help others deal with you. Patience will more than likely be better.

RESPECT- Fine passion for your Foothills Family.

Figure 2-Foothills Student Bullying Form



UNDERSTANDING DISCIPLINARY ACTIONS

Disciplinary actions are the next steps in regard to penalty if student behavior is not regulating after many opportunities to relearn, refocus, and reflect to make a better decision. Disciplinary actions involves our administrative process which is to:

- **Discuss the situation with the student who is on behavior focus. In this discussion we address the process and opportunities they had been given to do better.**
- **We provide them an opportunity to OWN THEIR CHOICE and tell use their perspective and details of what happened.**
- **We may need to investigate the situation by discussing with other staff, students, community who may have seen or reported this situation.**
- **We provide an opportunity for students to really understand the specific school expectations and also the district rules and regulations.**
- **If we have significant evidence of the situation, it violates school/district rules, we record these instances using a PUSD referral documentation slip (“Pink Slip”).**
- **We communicate with parents.**

Following district discipline guidelines, depending on the situation, a penalty is given to the student. There is a code system that outlines the disciplinary moments and the administrative handbook displays potential penalty levels. This level of penalty all depends on the situation and the district guidelines for levels of penalty and past historical records. The different penalties in a situation can include afterschool/lunch detention, on campus and off campus suspension (1-9 Days), and expulsion/long-term hearing.

There are two code lists. The specific plan is from PUSD. The general code list is from the Arizona Department of Education. The general ADE plan can be connected to many PUSD areas. All actions are reported to the Arizona Department of Education.

Peoria Unified School District Policy Disciplinary Codes

19- Leaving School Grounds	50- Firearms	79- Non-Compliance
22- Theft	55- Alcohol	79-Abuse of Staff
28- Harassment	56- Tobacco	79-Insubordination
28- Verbal Abuse	57- Drugs	80- Bus Violation
29- Bullying	64- Lying	80- Cumulative Violations
30- Threat or Intimidation	67- Plagiarism	80- Good Neighbor Violation
31- Hazing	70- Inappropriate Use of Technology	80- Violation of other school policy
33- Disorderly Conduct	73- Public Display of Affection	84- Minor Aggressive Acts
34- Fighting	74- Dress Code	85- Tardy
35- Assault	76- Gambling	87- Combustible
36- Aggravated Assault	78- Inappropriate language	89- Endangerment
43- Harassment Sexual	79- Def/Disrespect	90- Recklessness
47- Vandalism- School	79- Defiance	93- Harassment Sexual Contact
47- Vandalism-Personal	79- Disrespect	

Arizona Department of Education Reported Disciplinary Codes

<ul style="list-style-type: none"> • Kidnapping (AZ15) 	<ul style="list-style-type: none"> • School Threat (AZ6) 	<ul style="list-style-type: none"> • Homicide (AZ16) 	<ul style="list-style-type: none"> • Arson (AZ1)
<ul style="list-style-type: none"> • Lying, Cheating, Forgery or Plagiarism (AZ14) 	<ul style="list-style-type: none"> • Alcohol Tobacco and Other Drugs (AZ11) 	<ul style="list-style-type: none"> • Weapons & Dangerous Items (AZ10) 	<ul style="list-style-type: none"> • Attendance Policy Violation (AZ2)
<ul style="list-style-type: none"> • Other Violations of School Policies (AZ1) 	<ul style="list-style-type: none"> • Trespassing (AZ9) 	<ul style="list-style-type: none"> • Aggression (AZ5) 	<ul style="list-style-type: none"> • Harassment, Threat and Intimidation (AZ4)
<ul style="list-style-type: none"> • Theft (AZ3) 	<ul style="list-style-type: none"> • Vandalism (AZ8) 	<ul style="list-style-type: none"> • Technology, Improper use of (AZ13) 	<ul style="list-style-type: none"> • Sexual Offenses (AZ7)

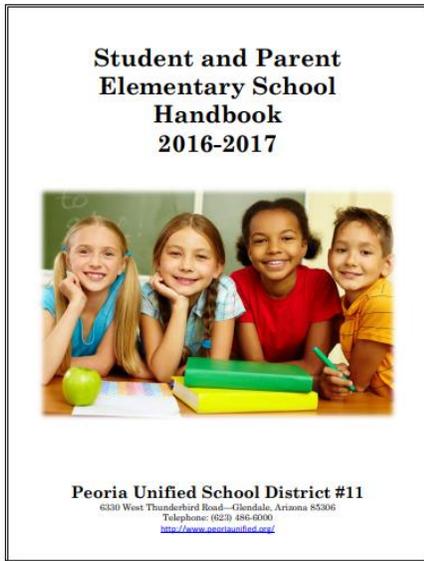
Referral Monitoring System

With this record keeping seen below, we will look into further deeper disciplinary actions based on any referral trends during a QUARTER of the school year. These could be related to different disciplinary codes used in PUSD Policy; however, some disciplinary codes overlap in a general theme based on ADE Code. If discipline code is a trend, then further disciplinary actions will be given.

STUDENT NAME:					GRADE:					HOMEROOM									
QUARTER 1 2 3 4																			
Incident Information					Detentions		Suspensions (OSS or ISS).												
DATE OF INCIDENT	PUSD CODE #	Discipline Title	YL	ADE CODE	1	2	1 Day	1 Day	2 Day	3 Day	4 Day	5 Day	6 Day	7 Day	8 Day	9 Day	10 Day	11+ Days	EXP/ HEARING

Know that this Referral Monitoring System is to ensure there is a REASONABLE sense of any disciplinary action moments that may take place within a reasonable time frame. Depending on the actual behavior code, and PUSD Policy, some disciplinary actions (YL- yearlong) can take place over time, not just each quarter. We desire a REASONABLE and CONSISTENT practice of school disciplinary actions if required. We desire to have LESS ACTIONS and more LEARNING opportunities. We believe in EQUITY and we monitor any DISPROPORTIONALITY in this discipline area.

How do we know how the school is doing?



Know that all disciplinary data (just numbers of discipline codes, not names, by student privacy laws and policy) are shared with FH SITE COUNCIL to ensure they too understand trends in behavior and safety and have recommendations for our PBIS plan for the school. WE

We do not want to hide. We want a TRANSPARENT community connection.

Peoria Unified School District has a policy in place for these school wide discipline actions. The parents will see the areas of discipline in the PUSD Student and Parent Elementary Handbook that will need to be signed off each year.

We have three FEDERAL FUNDING TITLE I goals for the 20-21 School year. These two are related to the entire plan to review:

<p>Desired Outcome: Foothills will create an RTI/PBS plan (Tier 1, 2, and 3) for academics and social and emotional well-being for all FH students. We desire:</p>	<p>Desired Outcome: The school wide staff will help parents understand their student's academic needs and provide simple home intervention skills and a related family goal to add to the academic growth in a school year. We desire parents/staff to:</p>
<ul style="list-style-type: none"> • The staff and families will contribute to the expectations for school behavior. • Professional development for helping staff to provide effective use of RTI/PBS plans. • Staff will contribute to the expectations, best practices, and schedule of the academic intervention. • Foothills staff will operate on the academic and behavioral expectations called the Falcon Feathers. • Both parts of the RTI will be monitored for decision making by academic growth data, behavior data, and staff and student survey data. • The entire Foothills staff to see lower behavior concerns and higher academic growth. 	<ul style="list-style-type: none"> • Parents to feel as if they have helped their child learn in specific reading or math skills. • Parents and staff to see student academic growth over a school year. • Parents feel as if there have been positive connections between themselves and teachers and to help a student's academic needs. • Parents have learned effectively from teachers about the specific reading and math skills their child needs. • Staff feel as if there is an increase in parental involvement. • Parents feel as if they are a part of the school community.

PARENT VOICE & INVOLVEMENT

We want your feedback on this *Understanding Discipline and Actions*.

Please click [this link](#) to fill out a quick survey to provide us with information. Know too that the [FH Website \(PBIS section\)](#) will be providing all Q&A to the Foothills Families and more resources related to the plan.

FH SITE COUNCIL has focused on school **SAFETY** and **BEHAVIOR** and related program initiatives of the school. If you would like to be a member to meet monthly about these topics and provide feedback, [click this link](#) to sign up.