

Last Name	First Name	Completion Date	Course Title	Current Staff Position
Thomas	Chandra	12/18/2014	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Duran	Veronica	5/1/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Zepeda	Concepcion	4/21/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Harris	Deanna	5/29/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Hart	Jimmy		USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Laird	Julie	12/14/2014	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Aleshire	Seth	1/9/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Emert	Stacie	5/26/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Kobritz	Ann	4/23/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Sisler	Katherine		USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Anderson	Mary	11/7/2014	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Palacios	James	2/17/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Butler	James	5/18/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Gomez	Olga	3/9/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Campos	Deanna	5/11/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Comstock	Catherine	6/22/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Patterson	Charlotte	5/12/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Langford	Antoinette	4/21/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Weldon	Robin	4/22/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Dardis	Leah	3/31/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Davies	David	5/26/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Cota	Hortensia	12/15/2014	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Doty	Russell	1/30/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Olivas	Jose	2/23/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Contreras	Denice	4/26/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Grijalva	Helen		USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Scheppe	Kathleen	5/19/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Cruz	Sabrina	5/21/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Ortiz-Montoya	Rosanna	4/1/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Flores	Norma	4/24/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Celaya	Jesus	3/16/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Torres	Yvonne	12/19/2014	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator

Last Name	First Name	Completion Date	Course Title	Current Staff Position
Erickson	Daniel	4/24/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Foster	Richard		USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Jaramillo	Nora	12/11/2014	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
McKee	Tiffany	4/22/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Jewett	Robert	6/23/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Trejo	Stephen	4/22/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Dotson	Oscar	1/14/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Campuzano	Carmen	12/16/2014	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
De Salvo	Cathryn	7/17/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Duran	Lupe	4/29/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
McCorkle	Lisa	5/29/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Ambrosio	Jennifer	1/17/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Lambert	Brian	4/21/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Soltero	Roman	6/19/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Thompson	Roberto	7/16/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Cislak	Amy	3/30/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
LaRochelle	Cheri	11/14/2014	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Figueroa	Maria	4/9/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator
Schulter	Daniel	4/23/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Administrator

Last Name	First Name	Completion Date	Course Title	Current Staff Position
Clark-Ingle	Maura	4/21/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff
Smith	Sabrina	12/19/2014	USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff
Carranza	Maricella	5/6/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff
Ibarra	Renee	6/4/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff
Saldamando	Dora	4/22/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff
Alexander	Jaquetta	1/28/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff
Norwood	Cheryl	11/8/2014	USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff
Edwards	Nathan	5/11/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff
Campillo	Marisela	4/22/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff
Molina-Garcia	Melissa	4/30/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff
Gerhard	Patricia	5/13/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff
Radford	Shawn	11/5/2014	USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff
Arroyo	John	5/28/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff
Harris	Jessica	5/2/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff
Ironheart	Bruce Lee	2/17/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff
Contreras	Grace	6/5/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff
McGlory	Dinah	4/30/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff
Robinson	Rashad	2/19/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff
Heath	Trevia		USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff
Bulleigh	Tara	7/6/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff
Pierson	Claudio	12/23/2014	USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff
Pizano	Marco	4/27/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff
Gonzales	Lydia		USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff
Rodriguez	Shawna		USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff
Morse	Mary	2/17/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff
Riste-Saltzman	Amanda	11/6/2014	USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff
Lundstrom	Richard		USP: Student Equity Formal Discipline for Administrators (GSRR)	Certified Staff

Last Name	First Name	Completion Date	Course Title	Current Staff Position
De La Torre	Juan	2/11/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Classified Staff
Munoz	Angelica	2/11/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Classified Staff
Brown-Adams	Charlotte	11/5/2014	USP: Student Equity Formal Discipline for Administrators (GSRR)	Classified Staff
Littleton	Annkatri	2/13/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Classified Staff
Lawson	Lindsay	2/12/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Classified Staff
Cassidy	Evelyn		USP: Student Equity Formal Discipline for Administrators (GSRR)	Classified Staff
Landrum	Monique		USP: Student Equity Formal Discipline for Administrators (GSRR)	Classified Staff
Worthy	Delores		USP: Student Equity Formal Discipline for Administrators (GSRR)	Classified Staff
Goebel	Angelica	2/12/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Classified Staff
Lozano	Roseanne		USP: Student Equity Formal Discipline for Administrators (GSRR)	Classified Staff
Daniel	Irma		USP: Student Equity Formal Discipline for Administrators (GSRR)	Classified Staff
Frazier	Isley		USP: Student Equity Formal Discipline for Administrators (GSRR)	Classified Staff
Vera	Marla	3/12/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Classified Staff
Grajeda	Yvette	2/11/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Classified Staff
Demaree	Brian	2/12/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Classified Staff
Cuellar	Anita	2/12/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Classified Staff
Dominguez	Marisela	4/9/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Classified Staff
Barley	Mary	11/6/2014	USP: Student Equity Formal Discipline for Administrators (GSRR)	Classified Staff
Soto	Diana	2/12/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Classified Staff
Charlton	Michele		USP: Student Equity Formal Discipline for Administrators (GSRR)	Classified Staff
Moeykens	Michael	11/7/2014	USP: Student Equity Formal Discipline for Administrators (GSRR)	Classified Staff
Nelson	Yvonne	2/17/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Classified Staff
Felix	Anne	2/12/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Classified Staff
Almazan	Josephine	6/16/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Classified Staff
McGlory	Marilyn	4/15/2015	USP: Student Equity Formal Discipline for Administrators (GSRR)	Classified Staff

Student Equity Formal Discipline for Administrators

Department of Student Services

Welcome to the Tucson Unified School District Student Equity training for Administrators. It is necessary for you to have your copy of the G.S.R.R for reference, or click on the G.S.R.R links throughout this presentation.

Objectives

- Read and Understand GSRR
- Due Process
- Exceptional Education/504 Students
- Disciplinary Decisions Aligned with GSRR



By the end of this training, participants will be able to navigate through and understand the Guidelines for the Student Rights and Responsibilities handbook. Participants will also be able to demonstrate and understand due process, and the federal guidelines for Exceptional Education and five oh four handicapped students. They will also be able to understand how to make disciplinary decisions in accordance with Governing Board Policy JK

Section A: Purpose

Topics

- What Is the Purpose?
- When Do they Apply?

What is the purpose of the Guidelines for the Student Rights and Responsibilities handbook, and when do these specified guidelines apply?

What are the Guidelines and Why Are They Needed.....

- Specifies Rights
- Describes Conduct
- Provides Consistency
- Assures Rights



The purpose of the Guidelines for Student Rights and Responsibilities is to specify the rights and responsibilities of students, parents, and guardians. It also describes conduct which violates those rights and responsibilities. The G.S.R.R strives to ensure consistent disciplinary actions throughout the District. These guidelines assure the rights of students, parents, and guardians when disciplinary actions are taken.

When do These Guidelines Apply?

- School Hours
- On Bus
- Administration Jurisdiction
- School-Sponsored Events
- Field Trips
- Athletic/Extracurricular Activities
- Portal to Portal

These Guidelines apply during school hours, while being transported on the school bus or other school district sanctioned transportation; at times and places where the principal or other school official or employee has jurisdiction over students; during school sponsored events and field trips; during athletic and extracurricular activities (in and out of town) and when students are going to and from school. Additionally, the principal is authorized to begin disciplinary action when a student's misconduct away from school has a detrimental effect on the other students, or on the orderly educational process, because the violation is directly connected to prior violations at school, or threatens to produce further violations at school.

Check for Understanding:

- Why are the Guidelines needed?
- Name two occasions when the Guidelines are in force?

Please take a moment to record your answers.

Answers

- Specify the rights and responsibilities of students and parents
- During school hours
- During field trips
- (answers may vary)

Some possible answers are. The Guidelines specify the rights and responsibilities of students and parents. The Guidelines are in effect during school hours and while administrators and, or employees have jurisdiction over students.

Section B: Student and Parent Rights and Responsibilities

Topics

- Student Rights
- Student Responsibilities
- Parent Rights
- Parent Responsibilities



This section discusses Student and Parent Rights and Responsibilities. T.U.S.D believes that educating a student is a collaborative effort with the student and parent. To support this collaboration we realize that each party has rights and responsibilities.

Rights and Responsibilities

- Students Have a Right.... pg. 7-8 [\(Refer to Topic 1\)](#)
- Students Have a Responsibility.... pg. 8 [\(Refer to Topic 1\)](#)
- Parents/Guardians Have a Right....pg. 9 [\(Refer to Topic 1\)](#)
- Parents/Guardians Have a Responsibility...pg. 9 [\(Refer to Topic 1\)](#)

Please read pages seven through eight of your GSRR to review the Governing Board approved student rights,. page eight to review student responsibilities,. page nine to review parent, and guardian rights,. and page nine to review parent, and guardian responsibilities. Please click the continue button at the bottom right of the slide to move forward.

Student Rights Summary

- Rigor
- Equity
- Appropriate Behavior from Staff/Students
- Safety
- Communication
- Privacy

Students have the right to expect rigor, equity, and appropriate behavior from staff and fellow students. They also have the right to safety, clear communication and privacy. In addition, students have the right to receive homework from their home school while serving a disciplinary suspension.

Student Responsibility Summary

- Attendance
- Preparedness
- Participation
- Respectful Behavior



Students have a responsibility to attend school regularly; to come to school prepared for all classes; to participate in those classes and treat all members of the school community with respect.

Parents Rights Summary

- Communication
- Notification
- Respect
- Conferences
- Access to Records

Parents have a right to communicate with their child's teacher and administrator; a right to timely notification of their child's academic progress; a right to be treated with respect; a right to have conferences with school staff and access to their child's academic and behavior records.

Parents Responsibilities Summary

- Communicate
- Collaborate
- Partner
- Be Responsible
- Ensure Student Compliance

Parents have the responsibility to communicate with teachers, counselors and/or principals. They have the responsibility to collaborate with their child's school; to be an active partner in their child's education, be responsible for the child's health and welfare and to ensure the child complies with the Guidelines.

Check for Understanding:

- Name two student rights

- Name two parent rights

Please take a moment to record your answers.

Answers

- High achievement
- Receive discipline aligned with GSRR
- Progress reports
- Review discipline
- (answers may vary)

Some possible answers are: be expected to achieve at high levels; receive fair, equitable, non-discriminatory disciplinary actions that are aligned with the GSRR; receive official reports of their students academic progress and request a review if all disciplinary actions related to their student.

Section C: Governing Board Policies and General Information

Topics

- Policies
- PBIS
- Restorative Practices
- Abeyance Contracts
- Important Information.....pg. 21 (Refer to Topic 1)



This section discusses Governing Board policies, Positive Behavior Intervention and Supports, Restorative Practices, Abeyance Contracts and Important Information.

Governing Board Policies

- Equal Educational Opportunities & Anti-Harassment (Policy JB) pg. 10 [\(Refer to Topic 1\)](#)
- Dating Abuse Policy (Policy JICL) pg.10 [\(Refer to Topic 1\)](#)
- Bullying, Intimidation & Harassment (Policy JICK) pg.11 [\(Refer to Topic 1\)](#)

Please take a moment and review each policy in the GSRR.

Governing Board Policies Cont.

- School Dress Code (Policy JICA) pg. 11 (Refer to Topic 1)
- Cell phones and Other Electronic Devices (Policy JICJ) pg. 12 (Refer to Topic 1)
- Hazing (Policy JICFA) pg.13 (Refer to Topic 1)

Please take a moment to review each policy.

Equal Educational Opportunities (JB) Summary

- Discrimination is Prohibited
- Investigate Complaints
- Appropriate Action



Any discriminatory behavior is prohibited in TUSD. TUSD will investigate all complaints of discrimination, whether the complaint is formal or informal and will take appropriate action against anyone who is found to have violated this policy.

Dating Abuse (JICL) Summary

- Safe Environment
- Report Abuse
- Investigate



TUSD is committed to maintaining a school campus environment that that is safe and secure for all students and dating abuse will not be tolerated. Students are encouraged to report known or suspected incidences of abuse. The District will investigate all complaints.

Bullying, Intimidation and Harassment(JICK) Summary

- Harassment
- Repeated Behavior



Bullying is a form of harassment. It is the repeated intimidation of students by the real or threatened infliction of physical, verbal, written or electronically transmitted harm.

Dress Code(JICA) Summary

- Appropriateness
- Neatness
- Cleanliness
- Modesty



These dress guidelines represent minimum standards. Some schools may have additional dress requirements such as a uniform policy.

Cell Phone and Electronic Devices(JICJ) Summary

- Out of view
- No use
- May be confiscated

Electronic devices should be kept out of view. They may be kept in a pock or purse, backpack or locker. They should not be used in class unless authorized by the teacher. If a device is confiscated, staff will take reasonable steps to secure the device, however, the District nor District staff is responsible for loss, damage or theft that may occur while the device is confiscated.

Hazing (JICFA) Summary

- Intentional Act
- Initiation
- Injury

Hazing is an intentional act usually in connection with an initiation into an organization or team. Hazing may result in physical and emotional injury. Students may report an incident to any professional staff member. That staff member will report it to the school administrator who will report it to the Superintendent.

Positive Behavioral Intervention and Supports (PBIS)

- Evidence Based
- Proactive
- Data Driven

Positive Behavioral Interventions and Supports (“PBIS”) is an evidence-based, proactive, data driven framework that includes a range of tiered interventions designed to prevent problem behavior while teaching socially appropriate behaviors. The focus of PBIS is creating and sustaining school environments for all students in which appropriate behavior is supported and problem or disruptive behavior is redirected.

PBIS is Created By.....

- Defining, Teaching, Modeling
- Monitoring, Acknowledging
- Consequences

Defining, reaching and modeling behavioral expectations. Monitoring and acknowledging appropriate behaviors and providing corrective and appropriate consequences for behavioral errors.

Restorative Practices

- Relationships
- Develops/Restores Community
- Accountability
- Allows Voice
- Make Amends

Restorative Practices is an approach that seeks to develop good relationships and restore a sense of community. Restorative Practices: focuses on repairing harm caused by an offending behavior, while holding the wrongdoer accountable for his/her actions; provides an opportunity for the affected parties (victim, wrongdoer, and community) to identify and address their needs as a result of the offending behavior, and make amends or find a resolution; and surrounds the affected parties with a community of care, in which all parties share in the resolution of the problem.

Abeyance Contracts

- Holds part of a suspension
- Optional
- Binding Contract
- Second Chance

An administrator may offer to not immediately impose the assigned out-of-school suspension if, One. The administrator believes it is in the best interest of the student and the school community, Two. The student admits to committing the infraction, Three. The student and parent or legal guardian agree to certain conditions, And, Four. The student and parent or legal guardian sign a contract, called an abeyance contract. The terms of the abeyance contract may not exceed the maximum suspension term for the offense level but never to exceed 90 days. If a student violates his or her abeyance contract with a suspendable offense, the student must serve the remaining term of the initial offense, plus the suspension for the additional offense. These two suspensions would be served concurrently. This contract allows the student a second chance to remain in their inclusive environment.

Check for Understanding:

- What is the Anti-Harassment Policy?
- What is the Dress Code Policy?
- What is the purpose of PBIS?

Please take a moment to record your answers.

Answers

- JICK
- JICA
- Prevent problem behavior while teaching socially appropriate behaviors

Please check your answers.

Section D: Know the Actions

Topics

- When You MUST Call Law Enforcement
- When You MAY Call Law Enforcement
- Due Process
- Due Process Steps
- Due Process for Ex ED/504 students



This section discusses law enforcement contact, due process, suspensions and violations.

Section D: Know the Actions

Topics

- Special Procedures
- Action Levels
- Consequences
- Out of School Suspensions
- Long Term Suspensions
- Violations

This section discusses special procedures, action levels, consequences, short and long term suspensions and violations.

Law Enforcement **MUST** be Called

- Threats to use or use of a weapon/dangerous instrument
- Aggravated assault
- Sexual conduct with minor under 15 years old
- Possession, use or sale of illegal drugs
- Bomb threats

Other violations that require law enforcement contact are homicide, sexual assault, armed robbery, kidnapping and any dangerous crimes against minors and arson of an occupied structure.

Law Enforcement **MAY** be Called

- Possession, sale or distribution on dangerous substances (including legal drugs or alcohol)
- Student demonstration which is likely to create unsafe conditions
- Threats
- Assault
- Vandalism
- Setting off false fire alarm

Under certain circumstances, contacting TUSD's Department of School Safety is appropriate.

Due Process

- Legal safeguard
- Protects student rights
- Constitutionally guaranteed
- Protects administrators



Due process is a legal safeguard that protects student rights. It is constitutionally guaranteed and following the steps protects the disciplining administrator. Following the Due Process steps are mandatory, failure to do so will result in the disciplinary actions being overturned.

Due Process Steps

- Oral or Written Notice
- Student's Side
- Student Removal
- Fair Hearing
- Review
- Formal Due Process
- Appeal

Due process steps include: oral or written notice to the student of the charges against the student; an opportunity to present the student's side of the story in an informal hearing or meeting; the allowance, for safety considerations, for a student to be removed from the school prior to an informal hearing with that hearing to follow as soon as practical; adequate notification and an opportunity for a fair hearing; if parents are not satisfied with the school officials decision they are entitled to request a review by the school officials immediate supervisor; formal due process involves a hearing officer and the right to appeal disciplinary decisions to the Assistant Superintendent or Director.

Due Process for Students with IEP's or 504's

- IDEA
- 504
- Same discipline up to 10 days

Students with disabilities under Section 504 or IDEA (and students suspected of having a disability) may be disciplined in the same manner as any other student and may be suspended for up to 10 cumulative days of school per school year.

Due Process for Students with IEP's or 504's

- More than 10 days
- Manifestation Determination

If a suspension beyond 10 cumulative days is contemplated, special procedures must be followed. A manifestation determination conference must be held prior to the 11th day of suspension.

Special Procedures

- Behavior Due to Disability
- Behavior Not Due to Disability
- 504 Services
- Exceptional Education Services

If the manifestation determination conference concludes that the student's behavior is a manifestation of the student's disability, then no further disciplinary action can be taken. If the manifestation determination conference concludes that the student's behavior is NOT a manifestation of the student's disability, the school may proceed with disciplinary actions. The District has no obligation to continue to provide educational services to a 504 student during the period of a long-term suspension or expulsion. However, the District must continue to provide educational services for students eligible under IDEA. Please refer to the appropriate Governing Board regulations JKA and JKAB and to the Exceptional Education Handbook for specific procedures

Section E: Discipline, Students with Disabilities and Compliance

Topics

- Special Circumstances-IAES
- Suspension less than ten days
- Suspension more than ten days



This section discusses Interim Alternative Educational Services, suspensions less than 10 days and suspensions more than 10 days.

Special Circumstances – IAES, Interim Alternative Educational Setting

45 Day Interim Alternative Educational Setting:

- Weapon
- Drugs
- Serious Bodily Injury

An IAES may be recommended if the behavior is related to the disability **ONLY** if the student commits one of the “Big Three”: weapons, drugs or serious bodily injury. Serious bodily injury is defined as an injury that involves a substantial risk of death, unconsciousness, extreme physical pain, obvious disfigurement, the loss or impairment of the function of a member, organ or mental faculty.

If an IAES placement is made, the IEP must be amended to reflect the placement.

Special Circumstances – IAES, Interim Alternative Educational Setting

- Provide Services
- Appropriate Behavioral Interventions
- Manifestation Determination Review

If an Exceptional Education student receives a suspension of more than 10 days, the school **MUST** provide academic and behavioral interventions for that student.

Action Levels

5 levels of Violations

- 1 and 2 considered 'lower' violations
- 3 mid-range
- 4 serious
- 5 most serious- potential expulsion

Examples of level 1 violations are verbal provocation, dress code violation and tardies.

Examples of level 2 violations are disruption, petty theft and a minor aggressive act.

Examples of level 3 violations are fighting, hazing and vandalism.

Examples of level 4 violations are assault, drug use and fire alarm misuse.

Examples of level 5 violations are selling drugs, aggravated assault and school threat..

Consequences

Levels 1,2 and 3 - Wide range of options

Levels 4 and 5 - Require a long term
consequence (11 to 180 days)
page 20 of GSRR [\(Refer to Topic 1\)](#)

Important Information -
page 21 of GSRR [\(Refer to Topic 1\)](#)

There are many disciplinary options for low level violations. On page 20 of the GSRR, the **bold** actions are the minimum and mandatory actions for that level. A long term consequence could be a combination of short term suspension with an abeyance contract, or a long term hearing may be considered. Please read the important information (pg 21 of the GSRR) to review those special notifications.

Out of School Suspensions

Short Term

- Level 3 violation = 1-10 days

Long Term

- Level 4 violation = 11-30 days
- Level 5 violation = 11-180 days
(possible expulsion)

An administrator must have documented interventions listed in Mojave prior to resorting to an out of school suspension for a level 3 violation.

Only a Hearing Officer may suspend a student from school for more than 10 days. Long-term suspensions of more than 30 days shall not be imposed except for Violations at Level 5.

Suspension Limitations

- Level 1 and 2 violations
- Level 3 violations

An administrator may NOT out of school suspend a student for level 1 or level 2 violations. Suspensions may occur for level 3 violations, however, principals must limit exclusionary consequences to instances in which student misbehavior is ongoing and escalating, and the District has first attempted and documented the types of intervention(s) used in PBIS and/or Restorative Practices, as appropriate. Conferences to resolve the problem must be scheduled with the parent, student, and other appropriate school staff members as part of the continuum of supports and interventions implemented to support student success.

Long Term Suspensions

- Process- refer to Board policy Regulation JK-R2 (Refer to Topic 2)
- Homework
- Life Skills Suspension Program (LSSP)

The school may be required to provide homework for the suspended student. A long term suspended student will be provided the opportunity to attend TUSD's alternative to suspension program (LSSP): General Education students will be referred if they receive a suspension of 20 days or more. Exceptional Education students will be referred if they receive a suspension of 11 days or more. If the student/parents decide against attending the suspension program, it is the home schools responsibility to provide work.


Violations

- 14 violation categories identified by the Arizona Department of Education
- Most violations have sub-categories: the “Dishonesty” category has four:
 - Cheating
 - Forgery
 - Lying
 - Plagiarism

The ADE violation categories are: Aggression; Alcohol, Tobacco and Other Drug Violations; Arson; Attendance Policy Violation; Dishonesty; Harassment and Threat, Intimidation; Homicide, Kidnapping; Other Violations of School Policies; School Threat or Interference; Sexual Offenses; Improper Use of Technology; Theft; Trespassing, Vandalism or Criminal Damage and Possession of Weapons and Dangerous Items.

Things to Remember

- Correct sub-category
- Violation level
- Disciplinary options
- Uncertain

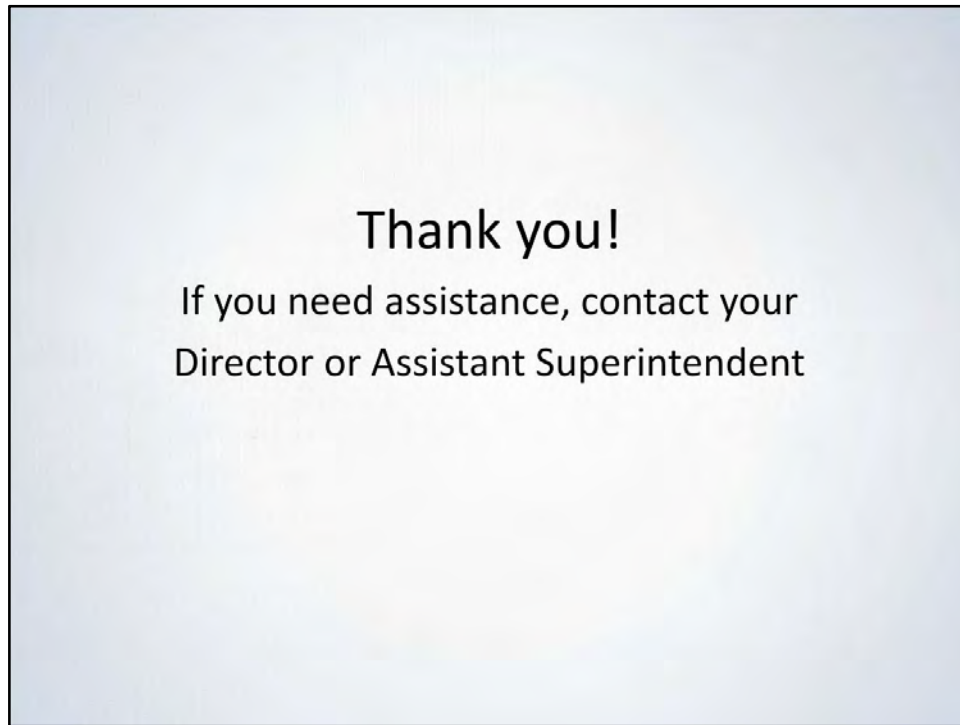
A woman with curly hair is shown from the chest up, looking upwards and to the right. Above her head is a green thought bubble with three smaller bubbles leading to it, symbolizing thought or memory.

As the disciplining administrator it is your responsibility to assign the correct sub-category to the students violation, the sub-category has a violation level, that level dictates your disciplinary options, if you are unclear as to which disciplinary actions are appropriate, contact your Director or Assistant Superintendent.

Scenario

Minnie Mouse was in class working on her math assignment. She left her desk to get a ruler. As she was walking an item fell out of her pocket. Mickey Mouse picked up the item and gave it to the teacher. It was a bottle of vodka.

Take a moment to reflect on how you would address this violation at your site. Should the same action be taken for a first grader and an eleventh grader?



Thank you for your time in reviewing the Tucson Unified School District's Student Equity training for Administrators.