

APPENDIX VI – 26

Send by email

Published 8/16/2019



Behavior, Discipline, and Student Code of Conduct

CODE OF CONDUCT



Student Code of Conduct 2019-20

STUDENT RELATIONS

(Discipline Review Team)

Please contact Veronica Duran or Charlotte Brown for questions and guidance related to the Code:

Dan Bailey, Student Relations Director

(520) 225- 6236

walterbailey@tusd1.org

Veronica Duran, Discipline Coordinator

(520) 225-6484

veronica.duran@tusd1.org

Charlotte Brown, Compliance Liaison

(520) 225-4316

charlotte.brown@tusd1.org



School suspensions don't stop violence - they help students celebrate it.



The Mask You Live In



School Suspensions are an Adult Behavior

DISCIPLINARY SUPPORTS

Restorative Practices and PBIS

[Click Here to find Restorative Practices Videos from Around our District](#)

DISCIPLINARY PROCESSES, REGULATIONS, AND FORMS

Short-Term Suspensions and Appeals

[JK-R1 Student Discipline - Short-Term Suspension | Print Version](#) (in PDF)
 Translation: [Spanish](#)

Long-Term Suspensions and Appeals

[JK-R2 Student Discipline - Long-Term Suspension | Print Version](#) (in PDF)
 Translation: [Spanish](#)

[JK-R2-E3 Long-Term Hearing Folder Checklist](#) (in PDF)

Expulsions and Appeals

please contact your Assistant Regional Superintendent and Student Relations, immediately.

Request to Elevate Discipline (RED)

[RED Process and Form](#)

Waiver Process and Form

[Waiver Process and Form](#)

Abeysance

Abeysance Regulation

[JK-R4 Student Discipline - Suspension Abeysance Contract Regulation | Print Version](#) (in PDF)
 Translation: [Spanish](#)

[JK-R4-E1 Abeysance Contract for ST Suspension Exhibit](#) (in PDF)
 Translation: [Spanish](#)

[JK-R4-E2 Abeysance Contract for LT Suspension Exhibit](#) (in PDF)
 Translation: [Spanish](#)

AGGRESSION

[Minor Aggressive Act](#)

[Other Aggression](#)

[Fighting](#)

[Assault](#)

Policy #R-03

LONG-TERM HEARING OFFICER DECISION WORKSHEET

Based on the evidence presented at the Long-Term Suspension Hearing, I determine the following (please check and/or complete ALL sections that apply below):

- ☐ The evidence is sufficient to determine the student committed the following violation(s):
- ☐ The evidence is insufficient to determine any violation of an infraction code. The student shall be immediately returned to school.
- ☐ The student is receiving or is being evaluated for exceptional education services and a manifestation determination has not yet been completed. The hearing officer's decision to defend said after the manifestation determination, which shall be held as soon as possible.

As a result of this determination, the following action(s) are recommended for this student:

Hearing Officer Script

Downloadable Form found in Fantastic Resources under Student Relations (Discipline)

Code of Conduct Scenarios

[Code of Conduct Scenarios](#)

Instructions for Inputting Incidents into Synergy

[Synergy Incident Instructions](#)

Instructions for Inputting Conferences into Synergy

[Synergy Incident Instructions](#)

[Synergy Conference Instructions](#)

ALCOHOL, TOBACCO AND OTHER DRUG VIOLATIONS

[Tobacco - Possession or Use](#)

[Illicit Drugs and Alcohol - Possession or Use \(including Marijuana\)](#)

[Illicit Drugs - Sale or Share \(including Marijuana\)](#)

<https://tusd1.sharepoint.com/sites/StudentRelationsDiscipline>

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SCHOOL DISTRICT

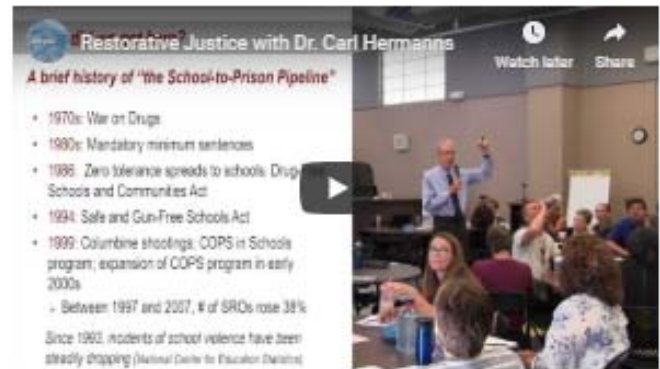


Home

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Veronica Duran Student Relations Coordinator 225-6484 Monthly Discipline Report Blank Form Charlotte Brown Student Equity Compliance Liaison 225-4316 Monthly Student Discipline Reports (Due by the 10th of each month)

Exemplar Practices Around TUSD

PBISRestorative Practices

Code of Conduct Scenarios



Response 3
Code of Conduct Scenarios ...

This is an example of a situation that was on-going and escalating:

Neither student went to a staff member for intervention; the situation worsened, resulting in a fight.

The Code mandates that the response to a first fight is a 3 day out of school suspension, with 2 days WAIVED if the student agrees to a mediation.

Body Barricade, Escalating Assault, Marijuana Possession, Alcohol Sharing/Consumption

Minor Aggressive Act

TUSD defines Minor Aggressive Act as follows:

- Engaging in intentional, **non-serious but inappropriate physical contact** such as, but not limited to: hitting, poking, pulling, pushing, tripping, pulling a chair out from underneath another person, or other behaviors that demonstrate low level hostile conduct.

MANDATORY ACTIONS

Principals **MUST** take the following actions:

- Parent/Guardian Notification and Conference Request
- Restorative Conference and/or Restorative Circle

GUIDELINES FOR APPLYING ACTIONS

Principals **MUST** follow these guidelines:

- All parent conferences will be made in a timely manner.
- Parents or guardians may participate in a conference via phone or another accessible mode of communication.
- Students will not be disciplined further merely because their parent cannot participate in a conference.
- Attempted violations, including physical conflict, may require actions.
- Principals or AP's will determine the appropriate level of action for attempted violations.
- Actions will generally be at a lower level than the actual violation.

BEST PRACTICES

Principals **ARE ENCOURAGED** to consider the following best practices:

- Teen Court
- Social Skills Group
- Mentoring

Other Aggression

Using other acts of aggression not specifically listed within the Aggression section including, but not limited to, intentional, serious and inappropriate. Physical contact including, but not limited to, any example listed under "Minor Aggressive Act" that may result in a serious physical injury.

Mandatory

Parent/Guardian Notification and Conference Request
Restorative Conference and/or Restorative Circle

Other Considerations

All parent conferences will be made in a timely manner. Parents or guardians may participate in a conference via phone or another accessible mode of communication. Students will not be disciplined further merely because their parent cannot participate in a conference.

Attempted violations, including physical conflict, may require actions. Principals or AP's will determine the appropriate level of action for attempted violations. Actions will generally be at a lower level than the actual violation.

ADDITIONAL ACTIONS TO CONSIDER (BEST PRACTICES)

Reflective Essay
Behavior Intervention Group
Mentoring

Fighting

A fight is defined as a physical altercation in which both parties are willing participants who had one or more opportunities to deescalate the situation, leave the situation, or notify a school official of the potential fight prior to making the decision to participate, and where the circumstances present a threat to safety because of the number of participants or the intensity and violence of the conduct.

Due to the mutual involvement of participants, principal/assistant principal will grant an automatic waiver of the mandatory minimum, eleven-day long-term suspension normally used at this level for a first offense. See guidelines for fighting consequences on page 8, Level 4. Similar conduct not meeting the definition of Fighting shall be treated as the level 3 offense of "Other Aggression."

Mandatory:

Parent/Guardian Notification and Conference Request

Restorative Conference and/or Restorative Circle (upon re-entry to school)

First offense—Three day suspension with two days waived if student participates in mediation.

Second offense—Eleven day suspension with eight days held in abeyance if student participates in mediation.

Other Considerations

When determining the appropriate level of action to take, Principals and APs shall consider a student's claim of self-defense, defense of others or defense of property.

Fighting is considered a level 4 violation but is treated different than other Level 4 violations, including an automatic waiver of long term consequence for the first and second offense.

ADDITIONAL ACTIONS TO CONSIDER (BEST PRACTICES)

Social Skills Group

Mentoring

Detention

Behavior Contract

Assault

Intentionally, knowingly or recklessly causing any physical injury to another person; knowingly touching another person with the intent to injure, insult or provoke such person.

Involves one person acting against another.

MANDATORY

Restorative Conference and/or Restorative Circle (upon re-entry to school).

Out-of-School Suspension and/or Abeyance – Long-term (11-30 Days)

OTHER CONSIDERATIONS

Nothing in the Code shall prevent school personnel from protecting campus safety as appropriate.

Law Enforcement Officers

School Resource Officers.

School Safety Officers and other security personnel shall not be involved in low level student discipline (levels 1-3).

This in no way prohibits contacting School Safety during or immediately after an incident to protect student, staff, or visitor safety.

ADDITIONAL ACTIONS TO CONSIDER (BEST PRACTICES)

Community Service

Restitution

SR

Student Relations (Discipline)

Private group

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Discipline

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Veronica Duran

Student Relations Coordinator

225-6484

[Monthly Discipline Report Blank Form](#)

2018-19 Site-Based Discipline Monthly Report

School:	Date:	
Month:		
Members Present (by name):		
Please use the following data sources to complete this report:		
1. TUSD Data Dashboard: http://tusddashboard/		
2. Incidence (Az Safe) Student Detail Report in Synergy		
3. Clarity Intervention Tool (when available)		
<p>This report must be filled out electronically and submitted to the MTSS Facilitator SharePoint page in your designated School Folder. Go to the folder labeled: Documents > Discipline and drill down to your http://gatewav/dept/CIPDA/isc/ layouts/15/start.aspx/</p> <p>Sharepoint is a controlled internal website. If you receive an error message, simply click out of the message and then the LSC page will appear.</p> <p style="color: red;">This report is due to be uploaded in the MTSS SharePoint by the 10th of every month. The data in this</p>		


Charlotte Brown

Student Equity Compliance Liaison

225-4316

[Monthly Student Discipline Reports](#)

(Due by the 10th of each month)



Please visit the What Works in TUSD site found here for more information and best practices related to The Code of Conduct, Restorative Practices, and PBIS