

EXHIBIT A

Progress Report on Discipline: September 1, 2019

In its order dated September 6, 2018 (ECF 2123), the Court directed the District to file a progress report addressing the Court's directives in that order, including the recommendations of the Special Master in his annual report (ECF 2096), adopted by the Court. [ECF 2123 at 132.] This progress report is prepared in response to that directive.

Over the 2018-19 school year, the District continued to work with internal and external stakeholders to improve discipline policies, practices, and outcomes. Key highlights of SY2018-19 developments are outlined below:

The Student Relations Department. The District developed and implemented an entire department whose director reports to the District's Chief Academic Officer. Student Relations is dedicated to improving student behavior, reducing disciplinary and exclusionary consequences, creating system-wide handbooks and manuals to ensure consistent practice across schools, organizing and leading professional development, auditing schools for best practices and deficient practices, and regularly reviewing discipline data for trends, policy violations, and hot spots.

Updated Student Code of Conduct. The District worked with various stakeholders over more than half the school year to develop a revised Code. Because of collaboration with the Special Master and Plaintiffs, no party objected to the final Code of Conduct. Furthermore, administrators, teachers, and parents who were consulted during the revisioning process overwhelmingly supported the revisions.

Manuals and Handbooks. Based on observations from multiple school walkthroughs, data analysis, and research on best practices, the Student Relations department convened several working groups of relevant staff to develop a manual/handbook for several programs. These manuals/handbooks (discussed in detail below), will operate to ensure consistent application of various programs across sites to ensure equity and replicate best practices.

DOJ Collaboration. As in prior years, the District has engaged the DOJ in joint reviews of individual incidents (and their disposition) for the most-used category in the Student Code of Conduct, "Aggression," which includes minor aggressive acts, other aggression, fighting, and assaults. By providing this level of transparency to the only party authorized to view individual student data, the District has gained a wealth of knowledge, insight, and internal capacity to continue conducting thorough, incident-specific analyses of discipline data to ensure compliance and to reduce the use of exclusionary discipline.

1. Discipline Data Reporting

The District has at all times reported data on student discipline using measures that were in place in 2013-14. This allows any party to do any trend analysis they may wish. The District's Annual Report for 2017-18 contains discipline data measured in the same way going back to school year 2012-13.¹ The District's 2018-19 report, due on October 1, 2019, will do so again.

During the 2015-16 school year, the District implemented alternatives to suspension (ISI and DAEP). That year, the District reported short- and long-term suspensions separately from ISI and DAEP assignments, respectively. Plaintiffs objected, asserting that ISI and DAEP should be counted as short- and long-term suspensions, respectively. But the reported data permitted anyone who wished to count ISI as a short term suspension to do so, *by simply adding the reported ISI numbers to the reported short term suspension numbers*. Similarly, anyone who wished to count DAEP as a long-term suspension could simply add the DAEP numbers to the long-term suspensions. Thus the data reported by the District at all times allowed continuous trend analysis back to 2012-13, without regard to the innovative suspension alternatives developed by the District.

Since 2012-13, the District has reported discipline by the number of students receiving discipline. In its September 6 order, the Court requested that the District also report discipline data by number of each type of disciplinary consequence imposed. That added report will appear in the 18-19 annual report.² The District will continue to report discipline data by number of students receiving each type of disciplinary consequence, as it had beginning in 2013, to preserve continuity.

In short, the District has continuously provided the same data that it provided in 2013-14. It has at various times added information to its reporting (without affecting the core information reported since 2013), and will continue to provide both the original information and the information added since then, for anyone to do whatever analysis they choose.

2. Access to Behavior and Discipline Information

Teachers, principals, and other relevant staff have easy access to information about how best to deal with particular offenses as defined by the Student Code of Conduct (aka GSRR). The District continued to provide access to the TUSD "What Works" online resource to provide information about behavior and discipline at TUSD, and to highlight successful strategies and practices. The site includes specific information on how to best deal with various code violations, and includes links to internal resources (including

¹ See Attachment 1, 2017-18 DAR Appendix VI-22 (ECF 2133-3).

² See Attachment 2, Discipline Charts with Additional Information.

documents, templates, and videos) and external resources (including research and best practices). The site also includes information for individual staff members and other professional personnel who have demonstrated relevant expertise and are willing to provide peer support. For SY2019-20, the District moved the link to the site to a more prominent area of its internal staff website to increase its visibility and use.³

In addition, the District provides comprehensive training to teachers and administrators on discipline and related issues, as set out in the discipline professional learning plan provided separately along with this progress report.

3. Student Relations Department

In SY2018-19, the District took major steps to strengthen its commitment to promoting positive behaviors and reducing discipline and discipline disparities, including the creation of a Student Relations department focused exclusively on the implementation of discipline-related equity efforts. The department includes a Director, a Discipline Coordinator, and an Equity Compliance Liaison, along with administrative support. The Director of Student Relations reports to the District's Chief Academic Officer – the Assistant Superintendent of Curriculum and Instruction. Department staff work directly and closely with the five regional assistant superintendents to ensure effective implementation and accountability for the discipline related policies of the District.

The Student Relations department conducts regular discipline data reviews, including analysis of school-level data on a bi-weekly, monthly, and quarterly basis, working closely with principals, assistant principals, and regional superintendents to bring any issues warranting investigation or remediation to the attention of the chief academic officer of the District. The department conducts site-based audits and walk-throughs to observe and assess practices at schools and to provide job-embedded support. Site-level walkthroughs include real-time observation of school-based PBIS practices, restorative practices, positive alternatives to suspension, and the creation of inclusive school environments. The department develops and implements surveys and assessments, to analyze and improve behavior and discipline practices. Based on walkthrough and assessment feedback, Student Relations develops process revisions to improve the effectiveness of behavior and discipline strategies, and to ensure coherence in implementation across TUSD.

Department staff provide training and technical assistance to school leadership and staff members related to the new Student Code of Conduct, data entry, and implementation of the new alternative to suspension strategy (PICS⁴). The team conducts real-time, joint

³ Attachment 3 includes screenshots from the What Works online resource.

⁴ Positive Intervention Centers (PICs) provide a student a short time (no more than 30 minutes for grades K-5 or no more than the remainder of one class period for grades 6-12) and a positive

review of all suspensions to assist sites in calibrating consequences across schools, and gives ongoing advice and feedback to administrators related to violations, interventions, and consequences for lower-level behaviors. Finally, the team reviews and revises processes and systems for discipline matters, including In-School Intervention (ISI) rooms, improvements to the District Alternative Education Program (DAEP), Positive Intervention Centers (PICs), and improvements to PBIS and Restorative Practices.

Based on data review and local observation, Student Relations assisted schools in developing Support Action Plans (“SAPs”)(formerly known as “corrective action plans”), reviewed them for consistency and efficacy, monitored their implementation, suggested modification or support, and tracked improvements resulting from SAP implementation.

Student Relations actively reviewed schools' use of exclusionary discipline to ensure compliance with the Student Code of Conduct, and to ensure schools were disciplining students in a fair and appropriate manner. In SY2018-19, the District eliminated the violation “disorderly conduct,” and conducted a careful review of the use of the violation “other aggression” (including detailed, joint aggression incident reviews with the Department of Justice to identify, address, and reduce incidents of improper use of exclusionary discipline for low-level behavior).

Student Relations staff serve as leading members of the Comprehensive Behavior and Discipline Committee (CBDC) and contribute heavily to the design and presentation of professional development focused on improving classroom instruction, relationships with students, and inclusive school environments. Student Relations work primarily through three sets of teams at the site level: Multi-Tiered System of Supports (MTSS) teams, site discipline teams, and Positive Behavioral Interventions and Supports (PBIS) teams. Some large schools implement all three teams; smaller schools combine team functions into one or two teams. The District required most schools to have separate MTSS teams and site discipline teams in SY2018-19.

Student Relations worked with relevant staff to develop manuals to be used by staff across schools to ensure consistent compliance for the following programs or functions: ISI/PIC rooms; School Deans; Restorative Practices. Student Relations is in the process of developing a DAEP manual.

and supportive environment to de-escalate if they are feeling angry, overwhelmed, or in need of a time-out. A PIC can be an ISI room (MS and HS), a buddy teacher’s classroom (K5 and K8), or a counselor’s or social worker’s office space. Students will fill out a reflection form to help identify the root cause of the feelings, de-escalate the situation, and assist in helping to restore the student back into the classroom or classroom setting. Students may de-escalate in the PIC as needed through various protocols.

4. Process for Addressing “Hot Spots”

Through the Student Relations department, the District streamlined the process for dealing with hotspots and high visibility problems. Joint review of suspensions by the department, the regional assistant superintendent, and the school improved the ability to identify “hot spots,” and developed open lines of communication with principals and regional assistant superintendents. Through these communication channels, Student Relations staff and site-based leadership identify hot spots, agree on supportive actions, and work collaboratively to implement solutions. In addition to ad hoc meetings to deal with “hot spots,” Student Relations meets on a quarterly basis with central leadership to discuss trends and challenges.

If there is a school-wide issue, Student Relations works with the site to create a Supportive Action Plan⁵ for the school. If there is a specific issue within a school, such as an increase in fights in a specific school’s cafeteria during lunch, Student Relations develops and recommends a corrective action, such as assigning an additional monitor to the cafeteria during lunch.

Student Relations then monitors the progress of the strategies or steps outlined in the Supportive Action Plan or of the corrective actions. Monitoring includes a review of whether the steps have been taken and, where relevant, a review of increases and decreases in the data relevant to the particular action against the desired or expected outcomes. See #6, below.

5. DAEP Placement Procedures

As reported last October in its Annual Report for 2017-18, The District revised DAEP placement procedures to include all days suspended prior to the DAEP placement (such as when a student is waiting for a scheduled hearing) in calculating the length of the DAEP placement offered. As a result, the combined days of DAEP placement and days preceding the hearing do not exceed the number of days of the suspension.

6. Supportive Action Plans to Address Disproportionate Exclusionary Discipline for African-American Students.

School Level

Throughout the 2018-19 school year, Student Relations took action to correct site-based discipline issues by implementing corrective measures. Corrective measures include specific corrective actions developed to address specific issues at a school, or support

⁵ The terms “supportive action” and “Supportive Action Plan” are the same as, and replace, previously-used terms “corrective action” and “Corrective Action Plan”

action plans (SAPs), developed to broader issues affecting an entire school (formerly referred to as “corrective action plans”). Student Relations identified the need for corrective measures through analyses of data from District’s data systems (including the TUSD Data Dashboard, the student information system – Synergy, and other sources), regular reviews of disciplinary incidents and reports, and from direct observation in schools.

A Student Relations Discipline Review Committee met weekly, monthly, and quarterly, to review data and identify trends, patterns, and hotspots. Hotspots included schools identified as “red light” schools (discussed in section 5, above). The committee thoroughly reviewed schools identified as “red light” schools by examining discipline data, incident records, and data trends – paying close attention to schools with data indicating disproportionate exclusionary discipline for African American students.

Student Relations created supportive action plans for schools where a percentage of students receiving exclusionary discipline exceeded the District’s overall percentage of students receiving exclusionary discipline, or where school data indicated high levels of discipline in general. In these cases, the Director of Student Relations collaborated with the school principal to develop a school-wide SAP to address any demonstrated deficiencies in discipline practices or in policy, particularly with regard to developing strategies to reduce disproportionate exclusionary discipline for African American students.⁶

The Director of Student Relations, the site principal, the Restorative and Positive Practices Facilitator (RPPF)(if allocated to the site), and the site discipline team reviewed SAPs every two weeks to determine if the plan was working to address the identified issue(s), measured as: successful, partially successful, or not successful. The collaborative team would then revise, continue, or discontinue additional strategies that were not effective or that had achieved the desired impact if successfully implemented. Some schools implemented and ended their plans after a single quarter; others continued to implement corrective measures for longer periods.

During the 2018-19 school year, Student Relations placed eight schools on Supportive Action Plans (SAPs) where a review of site practices correlated with disproportionate disciplinary rates for African American students. By the end of the 2018-19 school year, all eight schools are still implementing their SAP. While several schools have seen a reduction in the number of African Americans being given exclusionary discipline, the numbers remain disproportionate when compared to the district average for all schools except Safford.

⁶ See Attachment 4, 2018-19 SAP Template.

Between the first and fourth quarter, Secrist Middle School and Booth-Fickett K-8 School saw a reduction in exclusionary discipline for African Americans from 36% (first quarter) to 18% (fourth quarter). Safford K-8 School saw a reduction in exclusionary discipline for African Americans from 15.8% (second quarter) to 5.6% (fourth quarter).

Districtwide

While the District does not develop districtwide supportive action plans, it has taken several corrective actions on a district-level to address disproportionate exclusionary discipline. The District will continue to work through school and central leadership, Student Relations, and other departments to identify and act on districtwide actions to address identified deficiencies in its behavior and disciplinary practices.

Student Relations Suspension Review

Pursuant to the revised Code, the District instituted a key policy change in SY 2018-19: requiring principals and assistant principals to review all suspensions with Student Relations to ensure consistent application across schools. The processes and systems took time to develop and implement as the Student Relations Coordinator was hired towards the end of the first quarter, and the Director was hired at the end of the first semester. The office was fully staffed by the start of the third quarter (director, coordinator, and compliance liaison), and the process for ensuring central review of suspensions to reduce disproportionate exclusionary discipline was functioning well to ensure consistency across sites.

Positive Intervention Centers (PICs)

The District introduced PICs in 2018-19 specifically to prevent exclusionary discipline (or the escalation of behaviors leading to exclusionary discipline) for students who were feeling angry, overwhelmed, or in need of a timeout. The District is developing stronger measures for SY 2019-20 to ensure consistency across sites and to gather better data on PIC participation and results, including the development of an ISI/PIC Room Manual to ensure consistent implementation across sites.⁷ PICs are key to providing students with an opportunity de-escalate before their behavior leads to classroom disruption or exclusionary discipline, but without the need to invoke disciplinary consequences.

Policy Changes: Revised Student Code of Conduct

The District developed a revised Student Code of Conduct in SY2017-18 and implemented it in SY2018-19. The new Code developed for SY2019-20 included several changes designed specifically to reduce exclusionary discipline for all students, but

⁷ See Attachment 5, Spring 2019 ISI/PIC Manual.

particularly for African American students who experience the greatest levels of disproportionality. See Attachment 6, 2019-20 Student Code of Conduct.

Page 1 Updated “Basic Information” section to include the following guiding principle, “Applying the rules consistently so students receive similar consequences for similar violations.” Also, outlined the role of the newly formed “Discipline Review Team” to conduct ongoing review of consequences, to approve requests for elevated consequences, to jointly review all suspensions, and to monitor for disproportionate discipline by race or ethnicity.

Page 2 Moved “Restorative Practices” and “PBIS” sections from the middle of the Code (pages 17-18) to the front of the Code (page 2) to highlight the importance of these two strategies in promoting positive behavior and preventing behaviors that can lead to exclusionary discipline.

Page 3 Created a new section specifically devoted to “Exclusionary Consequences” that highlights TUSD commitment to ensuring their use as a last resort, and describing with specificity when they do and do not apply.

Page 4 Created a new section specifically devoted to a new positive alternative to exclusionary discipline, “Positive Intervention Centers,” designed to provide a positive space for students to de-escalate and return to class when they are ready to prevent escalation of socially- or emotionally-challenging incidents that could lead to behaviors that result in exclusionary discipline. Created a new section explaining the different positive alternatives to out-of-school suspension (Abeyance Contracts, In-School Intervention, In-School Suspension or Reassignment, and DAEP) to promote greater understanding of these options and promote increased use.

Page 7 Revised the District’s approach to the five violations that lead to the most incidents of exclusionary discipline, particularly for African American students: Fighting, Drug Possession, Drug Use, Alcohol Possession, and Alcohol Use. Rather than looking to suspend students as punishment for these violations, the District now focuses on prevention and rehabilitation by providing mediation as an alternative to suspension for fighting, and substance abuse workshops as an alternative to suspension for drug or alcohol use or possession. Drug or alcohol use or possession had previously carried a minimum 11-day suspension as a Level 4 violation; the new approach results in a three-day suspension for a first offense, or one day where students agree to participate in the substance abuse workshops.

Page 9 Eliminated “Disorderly Conduct” altogether after extensive data review. The District identified that it was difficult to apply this violation (and its consequences) evenly across dozens of sites, and it had been used as a precursor to exclusionary discipline.

7. Regularly Assessing Teachers' Understandings of Disciplinary Processes

In SY 2018-19, the District instituted several processes to regularly assess teachers' understanding of disciplinary processes, the revised Student Code of Conduct, the implementation of PBIS and Restorative Practices, and other processes. The various professional learning opportunities referenced in this section are outlined more fully in the professional learning plan provided separately along with this progress report.

a. Discipline Audit

The Student Relations Department, under the direction of the Superintendent, initiated a districtwide "discipline audit" of all TUSD schools. The purpose of this audit was to determine the effectiveness of site referral processes, implementation of discipline flow charts, correct interpretation of the Student Code, proper use of the Clarity and Synergy systems in recording discipline, to determine teacher understanding of the discipline process, and to ensure that USP discipline programs were being implemented at all schools.

Student Relations staff visited all 85 TUSD schools during the audit. Student Relations staff selected teachers at random to answer questions developed by Student Relations to assist with the audit process, and provided a similar questionnaire to principals.⁸ The audits focused on assessing principals' and teachers' knowledge of the referral process, site discipline flow chart, PBIS, and use of Clarity and/or Synergy (as relevant) to input classroom-level or school-level interventions. Student Relations provided each school with a summary of the data gathered and observed through the audit.

Student Relations staff also selected students at random to answer questions developed by Student Relations to assist with the audit process. These questions focused on identifying Student Code of Conduct awareness, feelings of safety, knowledge of consequences and interventions, and related items.⁹

The District will continue, and work to improve upon, the audit process. In SY 2019-20, Student Relations is adding an ISI-specific audit for ISI teachers, an audit specifically for Deans, and an audit specifically designed for Restorative and Positive Practices Facilitators (RPPFs).

⁸ See Attachment 7, Principal School Audit and Teacher School Audit.

⁹ See Attachment 8, Student School Audit form.

b. Student Code of Conduct

In 2018-19, the Student Relations Department developed an on-line Code of Conduct training for all District teachers and staff members. The assessment is self-paced with periodic, built-in checks to assess the learners understanding of the material. At the end of the training, each teacher completes a final assessment. In order to receive Professional Development credit, each participant must reach a minimum score of 80%. Code of conduct training was available to teachers and related staff through the True North Logic delivery system. The District piloted the course on April 1, 2019 using seven Middle/K-8 schools, and then made the course available to all schools a few weeks later. Based on the pilot, the District learned that teachers have a good basic understanding of the Code of Conduct, including the various levels of discipline and due process. The pilot revealed less understanding of the Abeyance Contract process, and the newly implemented drug/alcohol workshops (which the District is working to improve in year 2, SY2019-20). The District will focus more on these two areas during professional learning opportunities for teachers in SY 2019-20)

Prior to the release of the online training, the District held several trainings specifically on the new Code of Conduct with Principals, Assistant Principals, New Teachers, Restorative and Positive Practices Facilitators (RPPFs), Deans, and MTSS Facilitators to lay the foundation for teacher training.

c. PBIS

During the 2018-19 school year, Student Relations helped develop an on-line PBIS training for teachers and staff. The training is self-paced and has an assessment at the conclusion of the training. Teachers must score 80% to receive PD credit. Teachers may access the training using the district's True North Logic system. This course was made available to all teachers, administrators, and staff on April 9, 2019. Additional PBIS training was provided to ISI Teachers, Deans, RPPF's, Academic Specialists, Principals, Assistant Principals, and PBIS Facilitators throughout the year.

d. Restorative Practices

During SY 2018-19, the District selected five schools to pilot restorative practices on an intensive basis. Each site hired a Restorative and Positive Practices Facilitator (RPPF) and received three days of training from Restorative Solutions, Inc, Denver CO. School teams were composed of teachers, counselors, administrators, RPPFs, and Student Success Specialists. The schools were continually evaluated by Student Relations and by Restorative Solutions during, after, and between trainings. At the conclusion of training,

school staff participated in a debriefing session to check for and assess understanding, including the completion of a written assessment for each school.¹⁰

Student Relations staff members visited each pilot school and assessed implementation, including teachers' understanding of Restorative Practices principles and strategies. The department used a questionnaire to score each site.¹¹ After the assessment, the Director of Student Relations met with individual site teams and reviewed the assessment. In addition to the five pilot schools, the District assigned RPPFs to an additional five schools. Student Relations provided site RPPFs with additional training throughout the year (including the additional sites). Student Relations also evaluated these schools using the Restorative Practices questionnaire, and discussed the assessment with each site team.

8. Accuracy of Reports Relating to PBIS

To assess the accuracy of reports related to PBIS, to monitor PBIS implementation, and to improve PBIS practice and impact at sites, the District – primarily through the Student Relations Department – reviews data and information frequently (weekly, monthly, and quarterly), conduct observations at sites (audits), and regularly reviews discipline data for hot spots and trends.

During required monthly discipline and PBIS school-level meetings, all schools review, assess and analyze discipline data to identify patterns, hot spots, and trends. Sites also review student ethnicity, violation, and disposition information to assess disproportionality by race/ethnicity – if it exists. Schools make inferences based upon this review and analysis. On a monthly basis, schools submit a Discipline Site Level Analysis to the Student Relations Department. Student Relations analyzes school-based inferences to determine how effectively the school is utilizing the district discipline and PBIS protocols. Additionally, Student Relations reviews inferences to determine effectiveness of the school's PBIS Matrix. Student Relations reviews reports for accuracy and to gauge how well each school is implementing district protocols.

During SY 2018-2019, Student Relations conducted unannounced discipline site audits of each school, and will continue and improve on this practice in SY 2019-20. Student Relations checked to determine if each school had a functioning discipline and PBIS team. Student Relations analyzed how sites determined team membership, membership representation, frequency of meetings, and how sites documented and analyzed discipline data. Student Relations also reviewed professional development and training in the referral process, PBIS, Restorative Practices, Student Code of Conduct, and data input. Each site received a questionnaire/narrative report analyzing the school's discipline program.

¹⁰ See Attachment 9, Restorative Practices Assessment.

¹¹ See Attachment 10, Restorative Practices Questionnaire.

Schools identified as needing additional training or assistance will receive additional help during SY 2019-2020. Student Relations utilizes a PBIS Rubric to conduct these audits.¹²

The Student Relations Discipline Review Committee meets weekly, monthly, and quarterly, to review data and identify trends, patterns and hotspots at all TUSD schools. The committee meets with District leadership (Superintendent, Regional Superintendents, and/or the Assistant Superintendent for Curriculum and Instruction) and key department directors on a monthly and quarterly basis to review discipline findings. These meetings are key to synthesizing the quantitative discipline data, analyses and assessments, qualitative data from direct observations, and other information to appropriately present and discuss data analysis, trends, patterns, hot spots, disproportionality, or other concerns.

The student equity compliance liaison reviews all exclusionary discipline weekly. The liaison immediately communicates any mistakes, inaccuracies, or concerns to the school for review and correction. The liaison also distributes a weekly report to the Director of Student Relations, Regional Superintendents and Student Equity Directors.

9. Practices and Procedures to Insure USP Discipline Program Buy-In and Implementation.

As noted above, the District conducts school discipline audits through the Student Relations Department. Student Relations combines data obtained from the audit into a spreadsheet in order to compare and contrast data, identify patterns or trends, and to identify potential hotspots.¹³ The summary utilizes color-coding so leadership can identify problem areas at a glance and work directly with Student Relations and site leadership to address specific concerns.

Student Relations places schools deemed to be out of compliance with discipline policy, procedures, or USP discipline programs on Supportive Action Plans (SAP) and/or identified specific needs for additional training. Student Relations ensures communication across departments by forwarding questionnaires and spreadsheets to the Principal, Regional Superintendent and Superintendent.

In addition, in SY 2019-20, the District is focusing on the following priorities:

- Establishing Regional Support teams for Tier 3 behavioral support for general education students and expansion of Social Worker services for general education students
- Establishing effective disciplinary teams on each campus
- Developing parental appeal rights for short-term suspensions (1-9 days)

¹² See Attachment 11, PBIS Rubric.

¹³ See Attachment 12, Audit School Summary 2019.

- Establishing a district-level Code of Conduct committee of parents, teachers, community members, students, and district office leadership to recommend yearly revisions
- Improving visibility, accessibility, accountability, and transparency of the Student Relations Department.

10. Effective use of data related to discipline by principals and teachers.

The District implements a coordinated and concerted set of actions designed to ensure the effective use of data related to discipline by principals, teachers, and other relevant staff using various components of the District's data systems. During site discipline audits, Student Relations staff interviews principals regarding the sites use of discipline data. Principals explain how discipline data is used in the decision making process and how frequently the site reviews and analyzes data. In SY 2018-19, Student Relations met with each principal and reviewed data specific to their site; these meetings will continue in SY 2019-20. Student Relations staff is available to meet with site discipline committees and site PBIS committees as needed. If principals have questions, concerns or lack the skills necessary to analyze discipline data, the Director of Student Relations will meet with the principal on a regular basis until they meet a minimum degree of competence. Information from discipline audits that directly deal with the analysis of discipline data is included in the Questionnaire and on the spreadsheet

The Director of Student Relations meets with schools placed on supportive action plans (SAP) regularly (twice monthly) to review discipline data. Trends, patterns, hotspots, and potential areas of concern are identified and appropriate actions put in place. Student Relations meets with school discipline committees of schools placed on supportive action plans to review data and helps develop specific actions to remediate or alleviate areas of concern.

Additionally, Student Relations will provide training for administrators during pre-service on the use of discipline data, and follow-up training for administrators continued throughout the year during ILA.

The Student Relations department collects and analyzes data on a monthly and quarterly basis. The department will identify patterns, trends, and areas of concern. Reports are shared with principals via e-mail. Regional Superintendents, Directors, and the Superintendent attend monthly and quarterly meetings to analyze and discuss this data (See Meeting calendar). Schools in need of support action plans, training or additional assistance are identified in these meetings. Student Relations along with other district departments provide training and assistance to teachers, principals, deans, and staff members of target schools.

11. Identifying, Sharing, and Replicating Best Practices.

Prior to the start of the 2018-19 school year, the District provided guidance to principals and certified staff members on their roles in the discipline process, including training to facilitate the replication of best practices. The District required principals to meet on a regular basis, at least monthly, with the site discipline teams. Site teams reviewed data, identified patterns, hotspots, and developed strategies to address areas in need of improvement. The site discipline team then assessed the effectiveness of interventions and strategies to determine if they contributed to positive outcomes. Site teams also shared strategies and practices that other schools could replicate.

During monthly meetings facilitated by Student Relations and the Restorative and Positive Practices Coordinator, relevant site-based staff (Restorative and Positive Practices Facilitators (RPPFs) and MTSS facilitators and leads) shared best practices from their unique site perspective, including PBIS or Restorative Practices strategies that have proven effective at their site.

As mentioned, the Student Relations department developed several handbooks and manuals in SY2018-2019. The manuals highlighted the basic strategies and requirements necessary for a successful program. Based on school audits conducted by the Student Relations team, many observed best practices were incorporated into the manuals and handbooks for future replication within various programs and functions.

The RPPC arranged for the Professional Development Department to film identified best practices in real-time and upload accompanying documents to the What Works online resource. A link to the What Works website sits on the staff webpage for easy access by all District employees (see Attachment 3).

DISCIPLINE PROGRESS REPORT

ATTACHMENT 1

APPENDIX VI – 22

Published VI.G.1.b Reports

Entire District Discipline by USP Race/Ethnicity SY 2012-2013								
		White	African American	Hispanic/Latino	Native American	Asian/Pacific Islander	Multi Racial	Total
Enroll*	N	12979	4531	33784	2012	1294	1685	56287
	%	23%	8%	60%	4%	2%	3%	100%
In-school Discipline	N	3232	2502	9195	660	190	539	16318
	%	20%	15%	56%	4%	1%	3%	100%
In-school Suspension	N	631	527	1897	112	36	83	3286
	%	19%	16%	58%	3%	1%	3%	100%
Short-Term (out of School) Suspension	N	867	640	2295	223	41	139	4205
	%	21%	15%	55%	5%	1%	3%	100%
Long-Term (out of School) Suspension	N	76	53	273	20	0	15	437
	%	17%	12%	62%	5%	0%	3%	100%

**Enrollment N size includes all students who were enrolled at any given point during the school year. This number is higher than any single enrollment date (such as the 40th day) because it represents the total enrollment for the year and does not factor out students who left the school district during the school year.*

Entire District Discipline by USP Race/Ethnicity SY 2013-2014								
		White	African American	Hispanic/Latino	Native American	Asian/Pacific Islander	Multi Racial	Total
Enroll*	N	12318	4626	33110	2021	1158	1723	54956
	%	22%	8%	60%	4%	2%	3%	100%
In-school Discipline	N	4065	3565	10317	657	163	685	19452
	%	21%	18%	53%	3%	1%	4%	100%
In-school Suspension	N	601	643	1827	131	34	108	3344
	%	18%	19%	55%	4%	1%	3%	100%
Short-Term (out of School) Suspension	N	669	579	1709	143	17	104	3221
	%	21%	18%	53%	4%	1%	3%	100%
Long-Term (out of School) Suspension	N	45	55	214	15		11	342
	%	13%	16%	63%	4%	1%	3%	100%

**Enrollment N size includes all students who were enrolled at any given point during the school year. This number is higher than any single enrollment date (such as the 40th day) because it represents the total enrollment for the year and does not factor out students who left the school district during the school year.*

Entire District Discipline by USP Race/Ethnicity SY 2014-2015								
		White	African American	Hispanic/Latino	Native American	Asian/Pacific Islander	Multi Racial	Total
Enroll*	N	11451	4813	32549	1967	1132	1799	53711
	%	21%	6%	63%	4%	2%	4%	100%
In-school Discipline	N	3410	2872	8676	643	137	836	16574
	%	21%	17%	52%	4%	1%	5%	100%
In-school Suspension	N	456	464	1493	129	22	119	2683
	%	17%	17%	56%	5%	1%	4%	100%
Short-Term (out of School) Suspension	N	780	697	1872	162	20	174	3705
	%	21%	19%	51%	4%	1%	5%	100%
Long-Term (out of School) Suspension	N	49	48	170	20	3	8	298
	%	16%	16%	57%	7%	1%	3%	100%

**Enrollment N size includes all students who were enrolled at any given point during the school year. This number is higher than any single enrollment date (such as the 40th day) because it represents the total enrollment for the year and does not factor out students who left the school district during the school year.*

Entire District Discipline by USP Race/Ethnicity SY 2015-2016								
		White	African American	Hispanic/Latino	Native American	Asian/Pacific Islander	Multi Racial	Total
Enroll*	N	11079	4966	32119	1985	1077	1764	52990
	%	21%	9%	61%	4%	2%	3%	100%
In-school Discipline	N	2559	2019	7103	519	64	538	12802
	%	20%	16%	55%	4%	0%	4%	100%
In-school Suspension	N	99	117	320	23	3	27	589
	%	17%	20%	54%	4%	1%	5%	100%
Short-Term (out of School) Suspension	N	408	363	1168	121	10	107	2177
	%	19%	17%	54%	6%	0%	5%	100%
Long-Term (out of School) Suspension	N	29	28	76	7	1	4	145
	%	20%	19%	52%	5%	1%	3%	100%

**Enrollment N size includes all students who were enrolled at any given point during the school year. This number is higher than any single enrollment date (such as the 40th day) because it represents the total enrollment for the year and does not factor out students who left the school district during the school year.*

Entire District Discipline by USP Race/Ethnicity SY 2016-2017								
		White	African American	Hispanic/Latino	Native American	Asian/Pacific Islander	Multi Racial	Total
Enroll*	N	10438	4905	30801	1803	1087	1709	50743
	%	21%	10%	61%	4%	2%	3%	100%
In-school Discipline	N	761	613	2389	204	30	154	4151
	%	18%	15%	58%	5%	1%	4%	100%
In-school Suspension	N	108	113	348	28	2	33	632
	%	17%	18%	55%	4%	0%	5%	100%
Short-Term (out of School) Suspension	N	382	343	1172	116	10	81	2104
	%	18%	16%	56%	6%	0%	4%	100%
Long-Term (out of School) Suspension	N	26	29	77	14	2	1	149
	%	17%	19%	52%	9%	1%	1%	100%

single enrollment date (such as the 40th day) because it represents the total enrollment for the year and does not factor out students who left the school district during the school year.

In Fall 2017, the District was asked to revise VI.G.1.b to include students who received an in-school intervention or DAEP reassignment for the 2016-17 school. This revision resulted in 1) the addition of a category called in-school intervention (ISI), and 2) a change in the distribution of students between the long term and short term suspension categories. There was no change in the overall student counts since DAEP students were already included in the out of school suspension data.

Entire District Discipline by USP Race/Ethnicity SY 2016-2017								
		White	African American	Hispanic/Latino	Native American	Asian/Pacific Islander	Multi Racial	Total
Enroll*	N	10438	4905	30801	1803	1087	1709	50743
	%	21%	10%	61%	4%	2%	3%	100%
In-school Discipline	N	761	613	2389	204	30	154	4151
	%	18%	15%	58%	5%	1%	4%	100%
In-school Suspension	N	108	113	348	28	2	33	632
	%	17%	18%	55%	4%	0%	5%	100%
Short-Term (out of School) Suspension	N	382	343	1172	116	10	81	2104
	%	18%	16%	56%	6%	0%	4%	100%
Long-Term (out of School) Suspension	N	26	29	77	14	2	1	149
	%	17%	19%	52%	9%	1%	1%	100%
In-school Suspension	N	108	113	348	28	2	33	632
	%	17%	18%	55%	4%	0%	5%	100%
In-school Intervention	N	302	306	1063	98	11	51	1831
	%	16%	17%	58%	5%	1%	3%	100%
In-school Suspensions and In-school Interventions	N	410	419	1411	126	13	84	2463
	%	17%	17%	57%	5%	1%	3%	100%
Short-Term (out of School) Suspension (W/O DAEP)	N	349	309	1055	107	9	71	1900
	%	18%	16%	56%	6%	0%	4%	100%
Long-Term (out of School) Suspension (W DAEP)	N	59	63	194	23	3	11	353
	%	17%	18%	55%	7%	1%	3%	100%
						TOTAL	2,253	
						REVISED TOTAL	2,253	

The 2017-18 report provides the discipline data using the same definition as in previous years. It also includes 2 additions - as in 2016-17, the additional category ISI is included. In addition, the District broke out the students who enrolled in DAEP as a separate category, removing them from the short and long-term suspension categories.

Entire District Discipline by USP Race/Ethnicity SY 2017-2018								
		White	African American	Hispanic/Latino	Native American	Asian/Pacific Islander	Multi Racial	Total
Enroll*	N	10469	4869	31243	1842	1094	1751	51268
	%	20%	9%	61%	4%	2%	3%	100%
In-School Discipline	N	546	458	1692	124	28	116	2964
	%	18%	15%	57%	4%	1%	4%	100%
In-School Suspension (ISS)	N	91	84	247	19	5	34	480
	%	19%	18%	51%	4%	1%	7%	100%
Short-Term (out of School) Suspension	N	340	278	933	79	18	70	1718
	%	20%	16%	54%	5%	1%	4%	100%
Long-Term (out of School) Suspension	N	40	40	104	7	0	7	198
	%	20%	20%	53%	4%	0%	4%	100%
ISS and ISI COMBINED TOTAL 2,038								
Short-Term (out of School) Suspension (W/O DAEP)	N	312	261	874	75	16	65	1603
	%	19%	16%	55%	5%	1%	4%	100%
Long-Term (out of School) Suspension (W/O DAEP)	N	32	31	78	7	0	6	154
	%	21%	20%	51%	5%	0%	4%	100%
DAEP students	N	46	40	124	11	2	0	233
	%	20%	17%	53%	5%	1%	0%	100%

DISCIPLINE PROGRESS REPORT
ATTACHMENT 2

ATTACHMENT 2 – REVISED DISCIPLINE CHARTS

Entire District Discipline by USP Race/Ethnicity SY 20XX - 20XX								
CHART 1: DISCIPLINE								
		White	African American	Hispanic/Latino	Native American	Asian/Pacific Islander	Multi Racial	Total
Enrollment	N							
	%							
In-School Discipline	N-Student							
	%							
	N-Incident							
	%							
In-School Suspension (ISS)	N-Student							
	%							
	N-Incident							
	%							
Short-Term Out-of-School Suspension	N-Student							
	%							
	N-Incident							
	%							
Long-Term Out-of-School Suspension	N-Student							
	%							
	N-Incident							
	%							

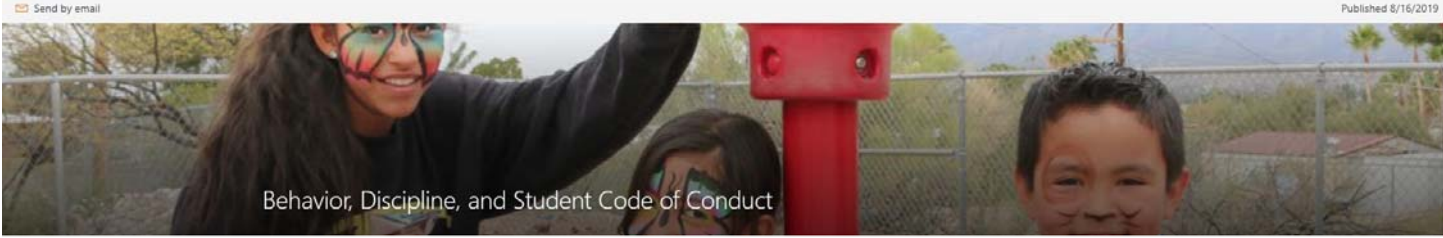
1. A student who receives a short-term suspension pending long-term hearing who later accepts a DAEP offer at or after the hearing is reported under DAEP (not short-term suspension) in Chart 2.
2. A student who receives a short-term suspension pending long-term hearing who later receives a long-term suspension is reported under long-term suspension (not short-term suspension)
3. Out-of-School suspension does not include students who accepted a DAEP offer.

Entire District Discipline by USP Race/Ethnicity SY 20XX - 20XX
CHART 2: EXCLUSIONARY CONSEQUENCES

		White	African American	Hispanic/Latino	Native American	Asian/Pacific Islander	Multi Racial	Total
Enrollment	N							
	%							
In-School Intervention (ISI)	N-Student							
	%							
	N-Incident							
	%							
In-School Suspension (ISS)	N-Student							
	%							
	N-Incident							
	%							
District Alternative Education Program (DAEP)	N-Student							
	%							
	N-Incident							
	%							
Out-of-School Suspension (OSS) Short- and Long-Term Combined	N-Student							
	%							
	N-Incident							
	%							

1. A student who receives a short-term suspension pending long-term hearing who later accepts a DAEP offer at or after the hearing is reported under DAEP (not short-term suspension).
2. A student who receives a short-term suspension pending long-term hearing who later receives a long-term suspension is reported under long-term suspension (not short-term suspension).
3. A student who attends ISI for one day as a restorative strategy to transition the student back into the school community after a long-term suspension or after DAEP is reported once (for the long-term suspension or for DAEP) and is not reported as a separate incident involving ISI.
4. Exclusionary disciplinary consequences **include positive alternatives to suspension (ISI and DAEP)**. There is a continuum of impact to students based on the type of exclusionary consequence used: ISI is preferred over ISS; ISS and DAEP are preferred over OSS.

DISCIPLINE PROGRESS REPORT
ATTACHMENT 3



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](#)

Abyance

Abyance Regulation

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

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

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

AGGRESSION

[Minor Aggressive Act](#)

[Other Aggression](#)

[Fighting](#)

[Assault](#)

Policy #4933

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 determine 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>

TUSON UNIFIED SCHOOL DISTRICT



HOME
tusd1.sharepoint.com

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

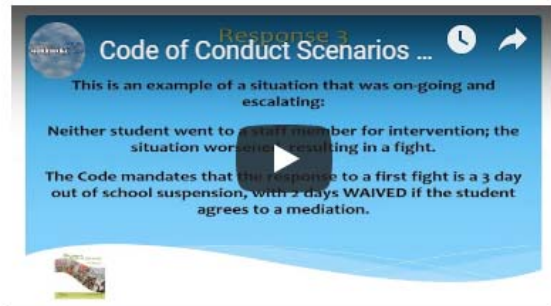
PBIS



Restorative Practices



Code of Conduct Scenarios



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

Search this site

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- Arroyo Chico Region
- Pantano Region
- Santa Cruz Region
- Silverbell Region
- Discipline
- ISI
- Recycle bin
- Edit



Veronica Duran
Student Relations Coordinator
225-6484

Charlotte Brown
Student Equity Compliance Liaison
225-4316

[Monthly Discipline Report Blank Form](#)

[Monthly Student Discipline Reports](#)

(Due by the 10th of each month)

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)
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/dent/CIPDA/isc/ layouts/15/start.aspx/	
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.	
This report is due to be uploaded in the MTSS SharePoint by the 10 th of every month. The data in this	



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

DISCIPLINE PROGRESS REPORT
ATTACHMENT 4

TUSD

Tucson Unified School District

Supportive Action Plan: Date

School Name

Purpose: USP VI(F)(2): The District shall collect, review, and analyze discipline data from each school on at least a quarterly basis. Based on this analysis, the District shall work with the RSPPC and school administrators to develop corrective action plan(s) to ensure that exclusionary discipline consequences are not meted out in a manner that impermissibly targets or has a disparate effect on students of a particular race or ethnicity. If the data collected and reviewed suggests that any teacher or administrator at the school site is imposing discipline in a racially or ethnically disproportionate manner or otherwise contrary to District policy, the District shall, in conjunction with the principal, consider and take appropriate corrective action, including retraining or disciplinary action.

Area of Concern: Identify pattern or hotspots that are in the discipline data.

Justification Statement: Identify the root causes for patterns and hotspots.

Target Goal: Describe what data results would be indicative of success.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
Provide the date this action step will start	Describe the action step that will be taken to help reach the above target goal.	List those directly responsible for taking the action step and those who will monitor.	List the date when results will be reviewed next.	After the review of the action step has occurred, describe the results.	Describe what will be done to sustain success or new strategies that will be used (which will be fully described in a following row).

Area of Concern: Identify pattern or hotspots that are in the discipline data.

Justification Statement: Identify the root causes for patterns and hotspots.

Target Goal: Describe what data results would be indicative of success.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps

Area of Concern: Identify pattern or hotspots that are in the discipline data.

Justification Statement: Identify the root causes for patterns and hotspots.

Target Goal: Describe what data results would be indicative of success.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps

Signature Principal: _____ Date: _____

Signature Director: _____ Date: _____

DISCIPLINE PROGRESS REPORT
ATTACHMENT 5



TUCSON UNIFIED
SCHOOL DISTRICT

TUCSON UNIFIED SCHOOL DISTRICT

Student Relations and Discipline Department

In-School Intervention/Positive Intervention Centers HANDBOOK

In School Intervention Handbook

Spring 2019

Introduction:

Through the In School Intervention program, hereafter known as ISI program, our efforts are to address students who commit level three violations with an in school consequence, rather than suspending students home. Our efforts are to keep students in school and continuing their course of study, while at the same time to apply the consequences as written in our Student Code of Conduct. This program is intended to significantly reduce out of school suspensions, provide socio-emotional support for students who have committed level 3 violations, and will maintain the academic course of studies for students.

PICs

A PIC can be an ISI room (MS and HS), a buddy teacher's classroom (K5 and K8), or a counselor's or social worker's office space. PICs provide a student a short time (no more than 30 minutes for grades K-5 or no more than the remainder of one class period for grades 6-12) and a positive and supportive environment to de-escalate if they are feeling angry, overwhelmed, or in need of a time-out. Students will fill out a reflection form to help identify the root cause of the feelings, the teacher will help to de-escalate the situation, and assist in helping to restore the student back into the classroom or classroom setting.

Exclusionary Practices:

Exclusionary practices are when a student is excluded from the regular classroom environment and curriculum as a negative consequence to their behaviors. Except in the most extreme cases (level 4 and 5 behaviors), before exclusionary consequences are used, interventions must be utilized to address the behavior. As practiced starting the 2013-2014 school year, no exclusionary consequence may be given before these interventions have occurred. The ISI and ISS programs still count as an exclusionary consequence. The ISI program described in this handbook has been designed to be the "least" exclusionary as possible by providing the same curriculum as the student would receive in the classroom and by creating structures at the school site for support of the student's success.

Background:

In the USP section VII.2(i) "Positive alternatives to suspension" there is a stated need for our district to adopt alternatives to suspending students from campus. There are also suggested strategies and study items in the Implementation Plan section V (06), specifically the

deliverables listed in Sections D. Supports and Interventions – High Schools, E. Supports and Interventions – Middle School Grades, and G. Positive alternatives to suspension – middle and high schools.

In School Intervention is a Research Based Solution to address these needs.

PBIS World lists an “in-school suspension” as the first strategy for Alternatives to Suspension.

Teach Safe Schools says “For more serious violations of the school Code of Conduct or for students for whom the above consequences proved insufficient, schools need to institute learning-based consequences. In general, these take the form of in-school suspension programs or alternative site suspension programs.”

The 2015 Collaborative for Academic, Social, and Emotional Learning (CASEL) Guide states “Evidence-based programs designed to promote positive outcomes and prevent problem behavior in students are increasingly being used in educational settings.”

The ISI Program

Each program school is provided 1.0 FTE for a highly qualified staff member as an ISI Teacher. If the site is unable to hire a teacher to fill this position the site may allocate the 1.0 FTE as 5ths to 5 different teachers on campus who will each run the program for one period. Students will be assigned on a temporary basis by site administrators as an alternative to suspensions for level 3 infractions. The ISI teacher will use PBIS strategies and Restorative Practices to help get the student ready to return to class while completing their school work.

ISI Class Structure

Each day will include at least one restorative circle which will be used to surface why students are present and their strategies for improving. Students will work on core curriculum activities provided by their regularly assigned teachers which the ISI teacher will collect and then teach to the students. The ISI teacher should have copies of general use reference resources as well as at least one copy of each textbook used by the site teachers. All work completed by students will be returned to their regularly assigned teachers and be graded for credit as if the student were present in class. If time permits the students may work on make-up assignments from their classes as well as skill building assignments for core curriculum. An ISI teacher may elect to have students participate in community service projects as part of their learning, however care must be taken to ensure that the activities are true community service projects and not “work crews”.

Positive examples include creating posters for the site’s PBIS program, reading or tutoring younger students, or other voluntary activities that support the campus.

See “sample schedule” at the end of this manual.

ISI Attendance and Accounting

When a student is assigned to ISI the ISI teacher will notify that student's teachers via email of the student's assignment and will request work for the students. The ISI teacher will also notify the attendance clerk of the site which students are present each day. The attendance clerk will code the students as "ISI" which is the code in Synergy for "In-House Intervention" and does not count as an official absence from the school. The ISI teacher will document ISI and PIC students on separate form.

Discipline data should be collected in order to inform the monthly discipline data report. This can be done in Microsoft 365 Forms, which then aggregates the data into an Excel spreadsheet.

In Classroom Supports

In addition to the ISI teacher, the counselor and RPPF are each expected to spend time each day in the ISI classroom working with students. This work would include running restorative conferences, updating or creating MTSS data forms, counseling, and goal setting. A student with an IEP or who is an ELL will receive all services via a push-in model.

Note: Students from self-contained classrooms must be accompanied by an aide for the duration of their time in ISI.

Lunch and Process

ISI Teachers are permitted a 30-minute duty-free lunch. A monitor will come to ISI to collect students needing lunch either during fourth or fifth period, or a time deemed appropriate based on the school schedule. During this time, the ISI teacher may take a 30-minute lunch.

Return to the Classroom

The MTSS staff member should update the MTSS Tier 1 Intervention and Data Collection Form with the interventions provided to the student. It will include specific strategies to support the student in not repeating the behavior that resulted in their assignment to ISI as well as goals and strategies for their academic success at the site as they return to the regular classroom environment.

Repeat Referrals

Students assigned more than once to ISI will be referred to the Counselor for a behavior contract or the MTSS team for further intervention. Students who have behavioral issues while

assigned to the ISI program are subject to regular discipline according to the GSRR. If a student commits a level 4 violation at the high school level, they will receive a consequence. A student who is suspended and goes through the long-term hearing process would be provided the option of continuing their core courses through the DAEP. Once students enter our DAEP program, a support team is provided to ensure each student feels valued, that their success matters, and that the constraints are addressed to support their school success.

Student Assignment to ISI

Assignment to ISI will be for 1 to 5 days depending on the severity of the violation. No student will serve more than 5 days in ISI at one time. If a student has multiple violations, the assigning administrator should consider the most serious violation when assigning days rather than adding days in series.

No Level 1 or Level 2 infractions will result in students being assigned to ISI; with the exception of the approval by the Academic Director to elevate a Level 2 infraction to a level 3 because of repeated violations, however there must be evidence of consistent and meaningful intervention documentation. Typically, Level 1 or 2 infractions are referred to PIC, only after the classroom teacher has attempted interventions, where possible.

No Level 1 infraction will be considered for assigning students to ISI. As the infraction rises in degree of severity, students need more time in ISI to begin to utilize the support and interventions provided by the program. Students assigned for 2-5 days in ISI will have enough time to work on character development, participate in the restorative process and gain additional academic enrichment. Students are assigned to 5 days in ISI if they have committed infractions that are of a severe nature and that according to the GSRR may involve reports to Law Enforcement.

In order to allow some flexibility as to the circumstances and degree of the infractions an administrator assigning a student to ISI may determine a student receive less than the recommended number of days but never more. In order to prevent a disproportionate assignment to any of ethnic group or gender, the Academic Directors will monitor the placement of students into ISI on a monthly basis.

ISI Student Placement:

Infractions at level 1-2 (and even level 3 if interventions have not been used) will be consequence using non-exclusionary practices (restorative conferences, calls home, lunch or after school detention, etc.) or PIC.

Infractions at level 3 will receive a consequence using ISI after interventions have taken place and the behavior continues.

Infractions at level 4 may have consequences using a combination of ISI and abeyance contracts. More serious level 4 infractions and level 5 infractions will be handled utilizing a long-term suspension hearing where DAEP may be utilized.

When a student is returning to a site from their term in DAEP, on the final day of DAEP they will return to the site and be assigned to the ISI room so that site staff have access to meet with them to work on their re-integration plan.

ISI Teacher Rights and Responsibilities

The ISI teacher is considered a regular contract teacher with TUSD. As such they have all the rights and responsibilities therein including attending site professional development and access to a planning period.

To handle supervision of students in ISI during the teacher's planning period the following are possible suggestions which should be reviewed with the site's academic director:

- Schedule ISI to begin 1 period late or end 1 period early.
- Have an administrator work with the students for that period.
- Allow the student to attend their 1st or 7th period class.

Planned Professional Development

Professional Development, PD, is needed to create consistency in the way the program is utilized across-schools. PD will include training on Restorative Practices, PBIS, Culturally Responsive Practices, GSRR, Social and Emotional Learning Curriculum, and student empowerment. The PD will include an in-depth view of this manual. ISI teachers and the administrators who supervise the program at chosen sites will be included in program development PD. MTSS site teams will be trained to ensure appropriate follow up practices.

List of School Sites with ISI Programs:

The ISI programs will be placed throughout the District. There will be no programs in elementary schools or at most K-8 schools. The principals of each school listed below are in full support of the ISI program.

- Middle Schools: Doolen, Gridley, Magee, Mansfeld, Pistor, Secrist, Utterback, Vail, Valencia
- K-8 Schools: Safford, Booth-Fickett, Dietz, Hollinger, Roberts Naylor
- High Schools: Catalina, Cholla, Palo Verde, Pueblo, Rincon, Santa Rita, Sabino, Sahuaro, Tucson High

Summary

TUSD is committed to reducing out of school suspensions. Every student matters in TUSD. Each school campus will be a safe and secure environment dedicated to student learning and to improving culture and climate for each student. To this end the ISI program will reduce out of school suspensions. Below is a sample schedule.

Sample Schedule

1st Period ISI planning: Teacher prepares materials and gathers work from teachers. Students arrive at school at the end of first period

2nd Period Restorative Preparation for the Day: Open with restorative circle where students discuss their infraction and the impact it had on the school community, problem solve improved ways to handle similar situations, and short term and mid-term goals for the work they will do in ISI and beyond.

3rd Period Content Delivery: Teacher provides Math content for students.

4th Period Content Delivery: Teacher provides Language Arts content for students.

Lunch

5th Period Content Delivery: Teacher provides other Core content for students.

6th Period Content Delivery and Counseling: While students are working with ISI teacher on Core content the Counselor is working with individual students on transition plans for going back into their regular classes, behavior intervention plans, or doing counseling.

7th Period: The day closes with a restorative circle where students summarize what was accomplished during the day and how it will prepare them for improved work or behavior later.

DISCIPLINE PROGRESS REPORT
ATTACHMENT 6

Student Code of Conduct

2019-20

Guidelines for Student Rights
and Responsibilities



TUCSON UNIFIED
SCHOOL DISTRICT



YOUR SCHOOL IS A **SAFETY ZONE**

If You See It

*Violence ▲ Weapons ▲ Non-Students ▲ Drugs ▲ Fights
Gangs ▲ Assaults ▲ Truancy ▲ Graffiti ▲ Threats*

Report It!

CONFIDENTIALITY GUARANTEED

Tell a school official or call the
Safety Message Line

520-584-7680

MESSAGES CHECKED HOURLY DURING SCHOOL
AND DAILY ON NON-SCHOOL DAYS

ON THE COVER

Special thanks to the TUSD students who submitted artwork for the cover.

Welcome to Tucson Unified



There is no goal more important than creating and maintaining safe, supportive, and nurturing learning environments for every kid in every school.

The most important factor that determines whether or not we achieve this goal, is you, the student. When you make a commitment to safety, personal responsibility, and kindness, you are also making a commitment to personal excellence.

Please read this document with your parents or guardians. It is important for you to understand our standards and expectations for behavior at school. By following the Code of Conduct, you can help our school district become a safer and more supportive environment for all students and staff.

Amazing schools are places where learning happens, where kids succeed academically and emotionally, and where learning environments are safe, supportive, and inclusive of all students. Please do your part to make sure that every school in our district is an amazing one!

Gabriel Trujillo, Ed.D.

Superintendent

TUSD Governing Board

Adelita S. Grijalva, President
Rachael Sedgwick, Clerk
Leila Counts
Kristel Ann Foster
Dr. Mark Stegeman

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NON-DISCRIMINATION STATEMENT

Tucson Unified School District does not discriminate on the basis of race, color, religion/religious beliefs, sex, gender, gender identity, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, or family, social, or cultural background in admission or access to, or treatment or employment in, its educational programs or activities.

Inquiries concerning Title VI, Title VII, Title IX, Section 504, and Americans with Disabilities Act may be referred to TUSD’s EEO Compliance Officer, 1010 East Tenth Street, Tucson, Arizona 85719, (520) 225-6444 or to the Office for Civil Rights, U.S. Department of Education, 1244 Speer Boulevard, Denver, Colorado 80204. See Board Policies AC “Non-Discrimination,” and ACA “Sexual Harassment” for more information.

Basic Information

What Is the Code?

A guide that outlines the behavior expectations, rights, and responsibilities of students and staff (previously called the “Guidelines for Student Rights and Responsibilities” or “GSRR”)

What Principles Guide the Administration of Discipline at TUSD?

- ▶ Partnering with students/parents/guardians to create safe, supportive, and inclusive learning environments.
- ▶ Striving to keep students in learning environments.
- ▶ Ensuring that consequences are non-discriminatory, fair, and age-appropriate.
- ▶ Applying the rules consistently so students receive similar consequences for similar violations.

None of these principles prevent school personnel from protecting campus safety as appropriate.

How Is Discipline Administered For Students With Disabilities?

All district personnel administering discipline must take into account a student’s disability under either Section 504 or the Individuals with Disabilities Education Act (IDEA) or if the student is suspected of having – or is being considered for an evaluation for – a disability. TUSD must follow specific procedures for students considered disabled under federal law, including determining whether misbehavior is a manifestation of the student’s disability.

When and Where Does the Code Apply?

- ▶ Regular school hours (including when students are going to and from school, “portal to portal”).
- ▶ While students are being **transported on a school bus or vehicle used for school purposes**.
- ▶ At all times and places where a school official or employee has authority over students.
- ▶ School-sponsored / school-related events and activities (including field trips and athletic events).
- ▶ On- or off-campus actions resulting in a harmful effect on students or the educational process.
- ▶ On TUSD property, at any time (see Policy JICH).

Who Monitors Discipline in TUSD?

TUSD’s Student Relations Department (“Student Relations”) is made up of a Director, Coordinator, and a Compliance Liaison. The Team monitors discipline on a bi-weekly, weekly, monthly, and quarterly basis. The Team reviews and approves requests for elevated consequences, jointly reviews suspensions with principals/assistant principals, ensures compliance with the Code and other policy, and monitors for disproportionate discipline by race or ethnicity.

How Can I Get More Information or Make an Oral or Written Complaint?

Governing Board Policies and Regulations related to discipline are available for review in the principal’s office at every school and online at <http://www.tusd1.org/Information/Resources/Student-Guidelines>. Students or parents/guardians may make a complaint related to discrimination, harassment, hazing, dating abuse, bullying, or unfair disciplinary actions with the school principal, assistant principal, Student Relations at 225-6486, or online at <http://deseg.tusd1.org>.

Restorative Practices

Restorative practices are strategies for resolving problems and building relationships by addressing the social and emotional issues created by conflict and restoring students to supportive learning environments after making amends for poor choices.



How Does TUSD Implement Restorative Practices?

- ▶ *Small impromptu circles or large group circles:* a few people meet to briefly address and resolve a problem; facilitated by district staff including teachers, counselors, and/or principals/assistant principals. A larger group can meet in a large circle or a classroom circle to discuss issues, answer questions, solve problems, or offer feedback; facilitated by district staff including, but not limited to: teachers, principals/assistant principals, counselors and/or Restorative and Positive Practice Facilitators (RPPFs).
- ▶ *Formal restorative conferences:* address serious problems of behavior. These conferences may involve students who commit disciplinary infractions, victims, parents/guardians, and principals / assistant principals. Only those trained in formal conferences can facilitate a formal conference.
- ▶ *De-escalation:* students may take a short time (no more than 30 minutes or the remainder of one class period) to de-escalate if they feel angry, overwhelmed, or in need of a time-out. Students will complete a reflection form to help staff de-escalate the situation and assist in helping to restore the student back into the classroom or classroom setting.

Positive Behavioral Interventions and Supports (PBIS)



PBIS is a proactive framework designed to prevent problem behavior while teaching socially appropriate behaviors. The focus of PBIS at TUSD is creating and sustaining safe and inclusive environments for all students to support appropriate behavior and redirect disruptive behavior.

How Does TUSD Implement PBIS?

TUSD strives to create safe, positive environments by: defining and teaching behavioral expectations; monitoring and acknowledging appropriate behavior; providing corrective, appropriate consequences; providing appropriate behavioral supports (including actions like mentoring, social skills groups, and daily monitoring); using a team-based approach; and using referral data for problem solving.

Who Is Responsible For Implementing Restorative Practices and PBIS?

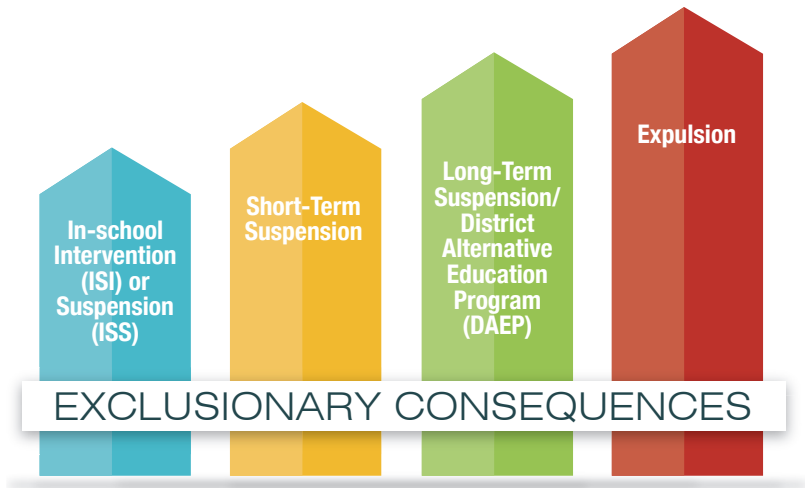
Everyone. At every site. Under the direction of the campus principal and/or the Restorative and Positive Practices Facilitator (RPPF), staff members at every site must understand school rules; reinforce appropriate student behavior; and use constructive classroom management, positive behavioral interventions and supports, and/or restorative practices strategies, where appropriate, to promote safe, inclusive, and supportive learning environments for all students.

Exclusionary Consequences

Exclusionary consequences involve removal of a student from classroom instruction for longer than thirty minutes or longer than one class period. These include positive alternatives to out-of-school suspension (see page 4) settings or programs, in-school suspensions, out-of-school suspensions, and expulsions.

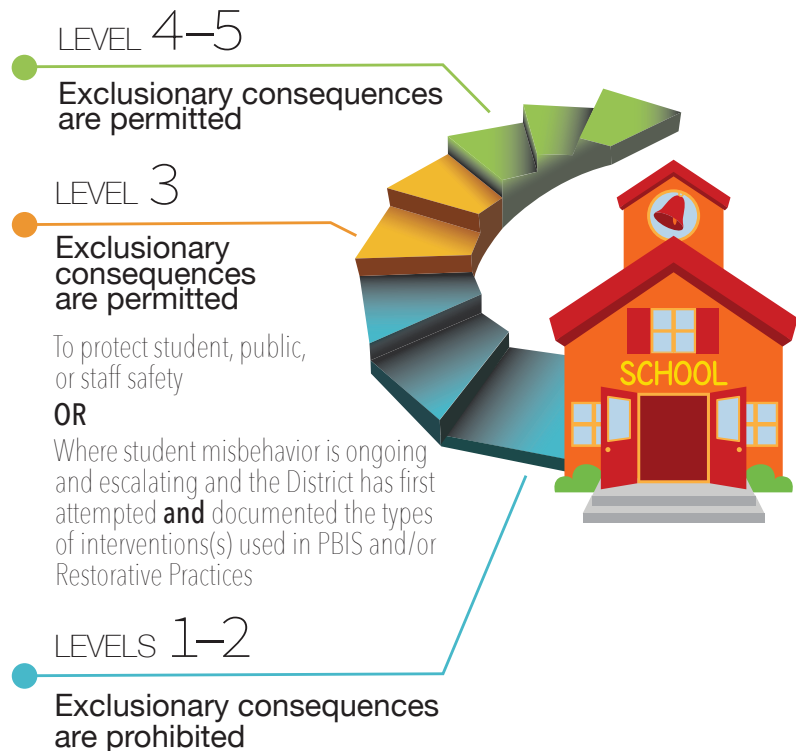
What Is TUSD's Position On the Use Of Exclusionary Consequences?

TUSD is committed to ensuring that consequences that remove students from the classroom, where learning happens, are always used as a last resort and are only applied after classroom level interventions have been attempted and failed or the seriousness of the incident warrants an exclusionary consequence.



When Do Exclusionary Consequences Apply?

If Exclusionary Consequences are imposed, students will have fair due process that includes an opportunity to appeal (see information on due process, pages 5-6). For all offenses, disciplinary consequences must be paired with meaningful instruction and supportive guidance (e.g. constructive feedback and re-teaching) so students are offered an opportunity to learn from their behavior and, where possible, an opportunity to continue to participate in the school community. School Safety personnel will not participate in discipline decisions occurring after an incident. This in no way prohibits School Safety involvement during or immediately after an incident to protect campus safety.



Positive Intervention Centers (PICs); Classroom Disruption

PICs provide a student a short time (no more than 30 minutes for grades K-5 or no more than the remainder of one class period for grades 6-12) and a positive and supportive environment to de-escalate if they are feeling angry, overwhelmed, or in need of a time-out.

A PIC can be an ISI room (MS and HS), a buddy teacher's classroom (K5 and K8), or a counselor's or social worker's office space. Students will fill out a reflection form to help identify the root cause of the feelings, de-escalate the situation, and assist in helping to restore the student back into the classroom or classroom setting.

Students may de-escalate in the PIC as needed through various protocols:

- ▶ No more than three students from a single classroom may go to the PIC room in a period.
- ▶ A student cannot go to PIC until there has been an attempted intervention, where possible.
- ▶ After the third instance in a semester, a student should be sent to a Principal/Assistant Principal/counselor for further assessment and/or intervention
- ▶ Staff will document student names and the classes they come from, and will review the information regularly to ensure appropriate use of the PIC, monitor disparities, and determine if students need additional interventions.

Positive Alternatives to Out-Of-School Suspension

Principals are encouraged to utilize positive alternatives to suspension wherever practicable.

Abeyance Contracts (Regulation JK-R4)

An Abeyance Contract is a behavior contract that may be offered to a student who is facing a suspension. The Abeyance will shorten or eliminate the number of days a student is out of school. The Principal/Assistant Principal, parent/guardian, and student must agree to and sign the Abeyance Contract, with the understanding that if the student violates the contract with a suspendable violation, the remaining suspension days must be served.

ABEYANCE CONTRACTS MUST BE OFFERED BY PRINCIPALS/ASSISTANT PRINCIPALS WHEN A STUDENT HAS COMMITTED THE FOLLOWING INFRACTIONS: FIGHTING; POSSESSION OR USE OF DRUGS OR ALCOHOL.

In-School Intervention (ISI)

ISI is an alternative to short-term suspension where students will continue receiving classroom instruction from content-certified teachers in a classroom on campus (ISI is available at all middle schools, all high schools, and large K-8 schools).

Based on Arizona Revised Statute 15-841

A teacher may send a disruptive student out of the classroom for 30 minutes or the duration of the period provided such action is consistent with this Student Code and only where one of the following condition exists:

1. The teacher documented that the student has repeatedly interfered with the teacher's ability to communicate effectively with the other students in the classroom or with the ability of the other students to learn; OR
2. The teacher has determined and documented that the student's behavior is so unruly, disruptive or abusive that it seriously interferes with the teacher's ability to communicate effectively with other students in the classroom or with the ability of the other students to learn.

The District is fully committed to honoring teachers' rights to remove a disruptive student according to the conditions outlined above.

Policy Regulation JK-R1

Principals may immediately remove a student whose presence poses a continuing clear and present danger to persons or property or an ongoing threat of disrupting the academic process.

In-School Suspension (ISS) (Reassignment to a Different Class or Area)

ISS is an alternative to short-term suspension and is only used in schools that do not have ISI. Students in ISS may be supervised by a highly qualified teacher or other staff member, and will continue to receive their core curriculum in a supervised setting.

District Alternative Education Program (DAEP)

DAEP is an alternative to long-term suspension. It is a voluntary program that provides 6th – 12th grade students with the opportunity to continue their education and reflect on the underlying behaviors and circumstances that led to the inappropriate behavior. DAEP assists students in learning appropriate behaviors and making better choices so they can be a successful student when they are restored to their home school.

Due Process (Suspension or Expulsion)

Any student facing a suspension or expulsion will be provided basic due process as a legal safeguard to protect the constitutional rights of the student and his or her parents/guardians. Expulsion is the permanent withdrawal of the privilege of attending any school in the District unless the Governing Board reinstates the privilege.

As soon as possible following an alleged violation, initiate basic due process.

- ▶ The principal or designee investigates an allegation, provides notice to the student if the allegation is found to be valid, explains the evidence and gives the student a chance to present their side.
- ▶ Principals may immediately remove a student whose presence poses a continuing clear and present danger to persons or property or disruption of the academic process.

Conclude basic due process within 1-2 school days.

- ▶ After reviewing the facts, principals may impose non-exclusionary discipline or a short-term suspension (1-10 school days) or, if warranted, may begin the process for a long term suspension (11-180 school days) or expulsion.
- ▶ A principal must impose a “short-term pending long-term suspension” when they begin the process for a long-term suspension or expulsion.

Short-Term Suspension Decision and Appeal Process

District policy provides the following protections for students facing a short-term suspension (including a short-term pending long-term suspension or expulsion):

Notice of suspension to parent on the first day; meet with parent/guardian, if possible, the first or second day.

- ▶ The principal or designee calls the parent/guardian, gives the notice of suspension to the student, and sends a copy to the parent on the **1st day** of suspension.
- ▶ Parents/guardians may meet with the principal within the **1st or 2nd day** of the suspension. The principal may offer an abeyance contract or parent/guardian may appeal the decision to the Assistant Superintendent within 3 school days.
- ▶ If appealed, the Assistant Superintendent or designee must review the decision within **3 school days**, affirm or reduce the discipline, and notify the parent/guardian/principal **as soon as possible**.

Due Process (Long-Term Suspension or Expulsion)

Principals/Assistant Principals must impose a “short-term pending long-term suspension” if they are considering long-term suspension or expulsion, and must first comply with the basic due process described on page 5 (the short-term pending long-term suspension period will count towards the long-term suspension). Once a principal decides to impose a long term suspension or expulsion, the District shall provide more formal due process as a legal safeguard to protect the constitutional rights of students and parents/guardians.

Student rights, including the right to representation by a parent/guardian and/or legal counsel (parents or guardians can be present at all proceedings).

- ▶ Reasonable access to evidence and the student’s records at least two days prior to the hearing.
- ▶ To be free from having to present evidence against themselves.
- ▶ To present favorable evidence and witnesses and to question evidence and witnesses at the hearing.
- ▶ To have the testimony presented and saved.
- ▶ To have an interpreter present, if one is necessary.
- ▶ To waive any or all rights once they are made known.

Long-Term Suspension Decision and Appeal Process

District policy provides protections for students facing a long-term suspension or expulsion. If a principal recommends expulsion, the District must follow procedures outlined in Regulation JK-R3.

Notice of suspension and hearing to parent/guardian by the third school day of the short-term suspension.

- ▶ At the beginning of the process for a long term suspension, the Principal/Assistant Principal must send the notice of suspension and hearing to the parent/guardian by the **third school day** of the short-term pending long-term suspension.
- ▶ **On or before the day the notice is sent**, the Principal/Assistant Principal must make a reasonable attempt to communicate verbally to the parent/guardian and student about the content of the notice.

Hearing and appeal procedures and timelines.

- ▶ Formal Hearing by the **10th school day** of the short-term pending long-term suspension.
- ▶ Principal or designee must send the decision within **3 school days**.
- ▶ Parent/guardian may appeal within **3 school days** of receipt; the Assistant Superintendent or designee must review within **5 school days** and notify the parent/guardian/principal **as soon as possible**.
- ▶ The parent/guardian may further appeal to Governing Board within **5 school days** from receiving notice.
- ▶ Board must decide within **10 days** after reviewing the record.

Action Levels

Guidance	<p>When considering actions, schools strive to implement Restorative Practices and to keep students in their classrooms whenever possible. Disciplinary actions must be non-discriminatory, fair, age-appropriate, and correspond to the severity of the student's misbehavior. Principals may exercise reasonable discretion in deciding which violation occurred, and may request an elevated consequence based on campus safety concerns.</p> <p>The chart below lists actions that may be taken by school administration as the result of a violation. The Action Level identifies a range of actions for violations assigned to that level. Multiple actions may be applied to a single violation.</p> <p>ACTIONS LISTED IN BOLD ARE THE MINIMUM AND MANDATORY ACTION FOR THAT LEVEL OF VIOLATION.</p> <p>FOR ALL VIOLATIONS, PARENT/GUARDIAN NOTIFICATION AND REQUEST FOR STUDENT CONFERENCE ARE MANDATORY.</p>
Level 1	<p><i>Before referring a matter to school administration, classroom teachers are expected to employ at least three classroom-level interventions every semester – with proper documentation – for a Level 1 offense.</i></p> <ul style="list-style-type: none"> • Parent/Guardian Notification and Conference Request • Student Conference • Restorative Conference and/or Restorative Circle (see page 2) • Verbal/Written Apology • Reflective Essay • Warning <ul style="list-style-type: none"> • Detention (before/after school/lunch) • Saturday School • Delayed Departure from School • Time Out (not to exceed 30 minutes) • Reassignment to Different Class • Suspended Privileges • Community Service (not work detail) • Restitution • Teen Court • Referred to Outside Agency <ul style="list-style-type: none"> • Meeting with Counselor • Peer Mediation • Functional Behavioral Assessment • Behavior Contract • Behavior Intervention Group • Behavior Learning Packets • Behavior Intervention Plan • Other Action (consistent w/other Level 1 interventions) <p><i>*Some actions may not be available at all schools</i></p>
Level 2	<p>Any Action from the prior level(s) may also be imposed.</p> <ul style="list-style-type: none"> • Restorative Conference and/or Restorative Circle (see page 2). • Social Skills Groups and/or Mentoring may be facilitated by a counselor, social worker, or other qualified staff.
Level 3	<p>Any Action from the prior level(s) may also be imposed.</p> <ul style="list-style-type: none"> • Restorative Conference and/or Restorative Circle (see page 2). • In School Suspension/Intervention or Out-Of-School Suspension and/or Abeyance (Short Term 1-10 Days) but only where student misbehavior is ongoing and escalating, and only after the school has first attempted and documented the types of intervention(s) used in PBIS or Restorative Practices.
Level 4	<p>Any Action from the prior level(s) may also be imposed.</p> <ul style="list-style-type: none"> • Restorative Conference and/or Restorative Circle (upon re-entry to school) (see page 2). • Out-of-School Suspension and/or Abeyance – Long-term (11-30 Days) (except for violations listed below) <p>Fighting*</p> <p><i>First offense</i>—Three day suspension with two days waived if student participates in mediation.</p> <p><i>Second offense</i>—Ten day suspension with seven days held in abeyance if student participates in mediation.</p> <p>*Administrators may assign a two-day “cooling off period” where safety is a concern and after consulting Student Relations.</p> <p>Possession or Use of Drugs or Alcohol**</p> <p><i>First offense</i>—three day suspension with two days waived if student agrees to attend substance abuse workshop.</p> <p><i>Second offense</i>—ten day suspension with seven days held in abeyance if student agrees to attend a substance abuse workshop. **In both cases, upon return to school, the student must agree to an intake interview and to be searched for drugs or alcohol.</p>
Level 5	<p>Any Action from the prior level(s) may also be imposed.</p> <ul style="list-style-type: none"> • Out-of-School Suspension and/or Abeyance – Long-term (11-180 Days) • Restorative Conference and/or Restorative Circle (upon re-entry to school) (see page 2). • Expulsion (181+ Days) Expulsion is the permanent withdrawal of the privilege of attending any school in the District unless the Governing Board reinstates the privilege.

Guidelines for Applying Actions

1. Nothing in the Code shall prevent school personnel from protecting campus safety as appropriate.
2. Principals and assistant principals (APs) **must communicate with Student Relations** immediately before suspending a student (or to review the use of ISI and abeyances).
3. Principals and APs at the elementary level (Pre-K-5th Grade) **may** treat 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 but may request an elevated consequence for safety concerns.
4. Principals and APs may apply an action that is one level higher than that listed, but only upon a showing of supporting documentation (e.g. prior varied interventions, attendance, etc.). Requests must be submitted to the Assistant Superintendent for final approval and to jointly review with the Student Relations to determine if teachers and/or principals/assistant principals attempted to effectively implement interventions to address any underlying or unresolved issues. A consequence may be elevated one level after three repeated violations in a semester (with attempted and documented interventions) or to protect campus safety. A consequence may be elevated again after two repeated violations in a school year (where it is clear that attempted, varied, and documented interventions have not worked to change the student's behavior) or to protect campus safety. After five repeated violations in a school year of "Leaving Schools Grounds without Permission" or "Unexcused Absence," the District may reassign a student to an alternative educational setting (extended-learning program on-site, Project MORE, etc.) after assessing the student's circumstances to determine the most-appropriate educational placement in conjunction with the parent or guardian.
5. Principals and APs may request a waiver of mandatory actions for level 4 or 5 consequences through the appropriate Assistant Superintendent. Waivers may not be sought when the prescribed disciplinary action involves the possession of a firearm or the threatening of an educational institution. By state law in such a case, only the Governing Board may decide, on a case by case basis, whether to impose less than the mandatory penalty.
6. Fighting and Drug/Alcohol Use or Possession are considered level 4 violations but are treated different than other Level 4 violations, including an automatic waiver of long term consequence for the first offense (a second fight may result in a long-term suspension if approved by Student Relations and the Assistant Superintendent). Repeated occurrences of this violation may result in increased lengths of suspension.
7. A student who willingly assists or forces another student to commit a violation of these guidelines may be held equally accountable for the violation.
8. All parent/guardian conferences will be made in a timely manner. Parents/guardians may participate in a conference via phone or another accessible mode of communication. Students will not be disciplined further merely because their parent/guardian cannot participate in a conference.
9. Attempted violations, including physical conflict, may require Actions. Principals or APs will determine the appropriate level of action for attempted violations. Actions will generally be at a lower level than the actual violation.
10. 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.
11. Law Enforcement, School Resource, and 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.** A Principal/Assistant Principal must immediately notify an Assistant Superintendent and the Student Relations when law enforcement is contacted. Law Enforcement may be contacted in cases of vandalism where the District is seeking restitution for damage to school property.

Schools are divided into **five regions**, each supported by an Assistant Superintendent. To find your regional information go to www.tusd1.org/departments/regions, locate your school in one of the five lists, then click your region's seal at the top of the column.

Violation Charts

AGGRESSION		
Violation		Action Level
Provocation (verbal or nonverbal)	Using offensive language or gestures that may incite another person to fight.	1
Recklessness	Engaging in unintentional, careless behavior that may pose a safety or health risk for yourself or for others.	1
Minor Aggressive Act	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.	2
Endangerment	Recklessly putting self or another person at substantial risk of imminent death or serious physical injury through acts such as, but not limited to: rock throwing, skateboarding on campus, etc.	3
Physical Conflict		
<p>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. Examples: hair pulling, pushing, slapping, etc.</p>	<p>Fighting A fight is defined as a physical altercation in which both parties are willing participants who had one or more opportunities to de-escalate the situation, leave the situation, or notify a school official of the potential fight prior to making the decision to participate, and where the circumstances present a threat to safety because of the number of participants or the intensity and violence of the conduct.</p>	<p>Assault Intentionally, knowingly, or recklessly causing any serious physical injury to another person; knowingly touching another person with the intent to injure, insult, or provoke such person.</p>
3	4*	4
<p>Involves serious and inappropriate physical contact.</p> <p>Includes “fighting” where the circumstances do not present a threat to safety.</p> <p>Similar conduct not meeting the definition of Other Aggression shall be treated as the level 2 offense of “Minor Aggressive Act.”</p>	<p>*Due to the mutual involvement of participants, principals/assistant principals will grant an automatic waiver of the mandatory minimum, ten-day long-term suspension normally used at this level for a first offense. See guidelines for fighting on page 7, Level 4, above.</p> <p>Similar conduct not meeting the definition of Fighting shall be treated as the level 3 offense of “Other Aggression.”</p>	<p>Involves one person acting against another.</p> <p>Similar conduct between mutual participants shall be treated as the level 4* offense of “Fighting.”</p>
Aggravated Assault	<ol style="list-style-type: none"> 1. Causing serious physical injury to another. 2. Using a deadly weapon or dangerous instrument. 3. Committing the assault by any means of force that causes temporary but substantial disfigurement, temporary but substantial loss or impairment of any body organ or part, or a fracture of any body part. 4. Committing the assault while the victim is bound or otherwise physically restrained or while the victim’s capacity to resist is substantially impaired. 5. Committing assault and the person is in violation of an order of protection. 6. Committing the assault knowing or having reason to know that the victim is any of the following: teacher or any school employee on school grounds, law enforcement officer, prosecutor, firefighter, EMT/Paramedic engaged in official duties, on grounds adjacent to the school or in any part of a building or vehicle used for school purposes, teacher or school nurse visiting a private home in the course of the teacher’s or nurse’s professional duties or any teacher engaged in any authorized and organized classroom activity held on other than school grounds. 	<p>5</p> <p>Mandatory report to law enforcement</p>

ALCOHOL, TOBACCO AND OTHER DRUG VIOLATIONS		
Definitions		
Drug Violation	Unlawful use, distribution, sale, purchase, possession, transportation or importation of any controlled drug or narcotic substance or equipment, and devices used for preparing or taking drugs or narcotics. Includes being under the influence of drugs at school, school-sponsored events, and on school-sponsored transportation. Includes over-the-counter medications if abused by the student.	
Possession	Knowing exercise of dominion or control over an item.	
Use	The act of using or being under the influence.	
Sale	To transfer or exchange an item to another person for anything of value or advantage, present or prospective.	
Share	To allow another person to use or enjoy something that one possesses.	
*Principals/Assistant Principals may grant an automatic waiver of the mandatory, minimum ten-day long-term suspension normally used at this level for first time offenders for possession or use of drugs or alcohol. See specific guidelines for appropriate consequences on page 7, Level 4, above.		
Violation		Action Level
Inappropriate Use of Over-the-Counter Drugs	Medicines that may be purchased directly without a prescription from a health care professional. Inappropriate use includes any use other than that described on the packaging or recommended by a health care professional.	
Tobacco Violation	The possession, use, distribution, or sale of tobacco products on school grounds (including any device or substance that delivers nicotine such as e-cigarettes, nicotine patches, vapes or vape pens, and hookah sticks), at school-sponsored events, and on school-sponsored transportation.	
Possession of Drug Paraphernalia	Drug paraphernalia means all equipment, products, and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling or otherwise introducing into the human body a drug in violation of this chapter.	
	Possession or Use	2
	Sale or Share	3
Alcohol Violation	The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages or substances represented as alcohol. This includes being intoxicated at school, school-sponsored events and on school-sponsored transportation.	
Inhalants	Inhalants include medications, anesthetics, and other compounds in vapor or aerosol form, taken by inhalation. This does NOT include e-cigarettes or hookah sticks, or items such as markers, glue, etc.	
Unknown Drug	If a drug is identified, after an investigation, a different violation may be identified.	
Substance Represented as an Illicit Drug	A substance that is not an illicit drug but that is represented as, and could be perceived as being, an illicit drug.	
	Possession or Use	4*
	Sale or Share	5
Inappropriate Use of Prescription Drugs	Medicines obtained with the lawful prescription of a health care professional. Inappropriate use includes any use other than that described by the prescription.	Mandatory report to law enforcement
Illicit Drug	Illicit drugs include dangerous drugs, narcotic drugs, marijuana (or derivative thereof), and peyote as defined by A.R.S. § 13-3401, and appearing in any form, including seeds, plants, cultivated product, powder, liquid, pills, tablets, etc. (including any device or substance that delivers an illicit drug such as e-cigarettes, vapes or vape pens, wax pens, and edibles).	
	Possession or Use	4*
	Sale or Share	5

ATTENDANCE POLICY VIOLATIONS (OUT OF SCHOOL SUSPENSION IS NOT PERMITTED)		
Violation		Action Level
Other Attendance Violations	Examples: leaving school without signing out in the main office; leaving school at lunch without a pass; obtaining a pass to go to a certain place and not reporting there; becoming ill and going home or staying in the restroom, instead of reporting to the nurse's office; or coming to school but not attending classes.	1
Tardy	Arriving at school or class after the scheduled start time.	1
Unexcused Absence	Missing school for an entire day with no acceptable excuse.	1
Leaving School Grounds without Permission	Leaving school grounds or being in an "out-of-bounds" area during regular school hours without principal or designee permission.	1
Truancy	Having an unexcused absence for at least one class period during the day (applies to students aged 6-16).	1

OTHER VIOLATIONS OF SCHOOL POLICIES		
Violation		Action Level
Dress Code Violation	Wearing clothing that violates dress code guidelines stated by school or district policy.	1
Parking Lot Violation	Displaying inappropriate behaviors involving a motor vehicle including, but not limited to, unsafe driving in the parking lot, parking in unauthorized areas, parking in fire lanes or disabled persons space/area, parking in two or more parking spaces with one vehicle, excessive audio or radio sound, blocking driveway or access, and/or littering.	1
Public Display of Affection	Kissing or other inappropriate displays of affection.	1
Other Violation of School Policies and Regulations	Committing some other violation of school or district policy or regulation.	1
Inappropriate Language (verbal or nonverbal)	Delivering verbal or nonverbal messages that include swearing, name calling, or use of words or gestures in an inappropriate way. <i>Pursuant to the requirements set out in Guideline #4, above, a Principal/Assistant Principal may, but is not required to, elevate the Action Level for a student swearing at a staff member where the circumstances demonstrate a lack of respect towards authority (rather than just the use of a curse word or words).</i>	2
Defiance or Disrespect Towards Authority and Non-Compliance	Engaging in repeated behavior including, but not limited to, refusing to follow directions, talking back, or engaging in socially rude interactions. <i>Pursuant to the requirements set out in Guideline #4, above, a Principal/Assistant Principal may, but is not required to, elevate a student engaging in defiance/disrespect towards a staff member as a Level 3 consequence where the circumstances demonstrate a lack of respect towards authority (rather than just the use of a curse word or words).</i>	2
Contraband	Possessing items stated in school policy as prohibited because they may disrupt the learning environment.	2
Combustible	Possessing a substance or object that is readily capable of causing bodily harm or property damage (e.g. matches, lighters).	2
Disruption	Engaging in behavior causing a substantial interruption in a class or activity including, but not limited to, loud talking, yelling, or screaming; noise with materials; throwing objects; or out-of-seat behavior.	2
Gambling	Playing games of chance for money (or thing of value) or betting a sum of money (or thing of value).	2
Negative Group Affiliation/Illegal Organization	Engaging as a member or potential member of an anti-social organization, secret society, criminal street gang, or other set of individuals that are not sanctioned by the Governing Board and which are determined to be disruptive to teaching and learning. This includes wearing of symbolic apparel, making gestures, writing on and marking of property, or altering of personal appearance to symbolize membership in an organization with a history of, or determined to be, a disruption to teaching and learning.	3

DISHONESTY		
Violation		Action Level
Cheating	Sharing with another, or taking from another, intellectual property for the purpose of deceit or fraud, or taking or stealing intellectual property from another with or without their knowledge and presenting it as the student's own.	2
Forgery	Falsely and fraudulently making or altering a document, including hall passes and parent/guardian signatures.	2
Lying	Making an untrue statement with the intention to deceive or to create a false or misleading impression.	2
Plagiarism	Stealing and passing off the ideas or words of another as one's own, including material obtained online.	2
TECHNOLOGY, IMPROPER USE OF		
Violation		Action Level
Telecommunication Device or Other Technology	<p>Students may possess and use cellular telephones and/or other electronic signaling devices subject to limitations of this and other policies of the District under the following conditions and guidelines: (1) they are to be kept out of view in a student's locker, pocket, or a carrying bag; (2) they shall not be turned on or used during instructional time, except as authorized by the teacher; (3) the principal shall establish additional guidelines appropriate to campus needs; (4) students violating the policy may have the electronic device confiscated and be subject to disciplinary action. Any search of the contents of an electronic device shall be by a Principal/Assistant Principal in accordance with the Student Code of Conduct (see Policy JICJ).</p> <p><i>NOTE: May be elevated to a Level 3 violation if it involves an intention to cause harm to another person.</i></p> <p>Examples: Use of telecommunication devices (cell phones, pagers, etc.) or other technology (gaming systems, iPods, iPads, Tablets, etc.) for a non-instructional purpose, including posting videos of fights onto social media or posting images of school community members in a manner intended to cause harm to another person.</p>	2
Computer or Network Violation	<p>Examples (Computer): Using school computers for non-instructional purpose, copyright or trademark infringement, knowingly uploading or downloading destructive or malicious programs or software, loading personal software or disks onto school computers without permission of a Principal/Assistant Principal or a District Administrator, vandalism of computers or computer equipment.</p> <p>Examples (Network): Using computer network for non-instructional purpose, knowingly uploading or downloading destructive or malicious programs or software, sharing passwords, attempting to read, delete, copy, or modify the email of other users, accessing secure areas other than for educational purposes, transmitting material information or software in violation of any district policy or regulation, local, state, or federal law or regulation, or tampering with or misuse of the computer networking system or taking any other action inconsistent with this regulation will be viewed as a network violation.</p> <p><i>NOTE: May not be elevated to Level 4.</i></p>	3
TRESPASSING; VANDALISM OR CRIMINAL DAMAGE		
Definitions		
Criminal Damage	<p>Willful destruction or defacement of school property, commercial property located on school property, or personal property of another person, so as to substantially impair its function or value in an amount of five thousand dollars or more. Principals/Assistant Principals may consider acts of vandalism that result in damages exceeding \$5,000 in value at a Level 4.</p> <p>Example: Substantial destruction of copy machines, vehicles, science or computer equipment.</p>	
Violation		Action Level
Trespassing	Entering or remaining on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry. This includes students under suspension or expulsion and unauthorized persons who enter or remain on a campus or school board facility after being directed to leave by the Principal/Assistant Principal or designee of the facility, campus, or function.	2
Graffiti or Tagging	Writing on walls; drawings or words painted or sprayed on walls or other surfaces that can be easily removed with soap or cleaner.	2
Vandalism of Personal and/or School Property	<p>Destroying or defacing personal or school property.</p> <p>Examples of Vandalism: Carving initials or words in desk top, spray painting or painting on walls, damaging vehicles, breaking windows.</p> <p>* Principals /assistant principals shall consider restitution as a restorative act, and may use exclusionary discipline on a first offense in cases that pose a threat to school safety (up to and including a three-day suspension). Examples: disabling fire alarm</p>	3

SEXUAL OFFENSES		
Violation		Action Level
Harassment, Sexual	Making unwelcome sexual advances, requests for sexual favors, and other verbal, graphic, written, or physical conduct of a sexual nature where such conduct has the purpose or effect of creating an intimidating, hostile, or offensive educational environment. Sexual harassment can include nonverbal forms (e.g., "sexting," tweeting, or otherwise sending messages through networking sites and/or telecommunication devices).	3
Pornography	Possessing or providing sexually explicit and obscene depictions of persons, in words, or images. Examples: viewing and/or sharing nude or sexually-charged images (non-art, non-educational) of people in books, magazines, electronic devices, or on the internet; using an electronic device to send or receive nude images, partially-nude images, or images that are sexual in nature ("i.e. sexting"), or drawing nude images, partially-nude images, or images that are sexual in nature that have no redeeming educational value.	3
Harassment, Sexual with contact	Committing sexual harassment that includes physical contact.	4
Indecent Exposure or Public Sexual Indecency	Engaging in sexual acts or public sexual indecency. Examples: Public urination, streaking, masturbation, "peeping tom" (including taking photos or videotaping), exposing another student's private parts, or engaging in intercourse or oral sex.	4
Sexual Assault or Rape	Intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person without consent of such person.	5 Mandatory report to law enforcement

ARSON		
Definitions		
Structure	A building or place with sides and a floor used for lodging, business, education, transportation, recreation, or storage.	
Occupied Structure	Any structure in which one or more persons is, or is likely to be, present or is so near as to be in equivalent danger at the outset of the fire or explosion. This includes any dwelling house, whether occupied or not.	
Property	Anything other than a structure that is owned and has value of any kind (e.g., a backpack, school book, clothing, etc.).	
Damage	As used here, means a tangible or visible impairment to a surface.	
Reckless Burning	Recklessly causing a fire or explosion resulting in damage to a structure, wild land, or property.	
Violation		Action Level
Arson of a Structure or Property	Knowingly and unlawfully damaging a structure or property by knowingly causing a fire or explosion. <ul style="list-style-type: none"> Burning one's own property is not arson, except for burning one's own property with the knowledge that it will ignite another's property or a structure (but may, where appropriate, be considered reckless burning). 	4
Arson of an Occupied Structure	Knowingly and unlawfully damaging an occupied structure by knowingly causing a fire or explosion. <i>NOTE: Principals/Assistant Principals may consider acts of arson that are only reckless (as opposed to knowing or intentional), or that damage property with a value under \$100 at Level 3. Please see the definition of Reckless Burning above.</i>	5 Mandatory report to law enforcement and fire department

HARASSMENT AND THREAT, INTIMIDATION		
Violation		Action Level
Threat or Intimidation	Indicating, by words or conduct, the intent to cause physical injury or serious damage to a person or property, or intentionally placing another person in reasonable apprehension of imminent physical injury. This may include threats or intimidation that occur online or through a telecommunication device.	3
Bullying	Intimidating students by the real or threatened infliction of repeated physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another, or when such act(s) interfere with the authority of the school system to maintain order. It may include, but not be limited to actions such as verbal taunts, name-calling and put-downs, including ethnically based or sex or gender-based verbal put-downs, and extortion of money and/or possessions. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name-calling); non-verbal/ cyber-bullying (e.g., text messages, email, social networking-such as, but not limited to "Twitter"); or psychological (e.g., social exclusion, spreading rumors, manipulating social relationships). Knowingly submitting a false report of bullying shall subject the student to discipline.	3
Harassment, Nonsexual	<ol style="list-style-type: none"> 1. Anonymously or otherwise communicates or causes a communication with another person by verbal, electronic, mechanical, telegraphic, telephonic, or written means in a manner that harasses. 2. Repeatedly commits an act or acts that harass another person. 3. Surveils or causes another person to surveil a person for no legitimate purpose. 4. On more than one occasion makes a false report to a law enforcement, credit, or social service agency. 5. Stalking/following another person in or about a public place for no legitimate purpose after being asked to desist. <p><i>NOTE: Bullying and sexual harassment are types of harassment. Indicate harassment, nonsexual if the violation is not specifically bullying or sexual harassment, or if the specific type of harassment is not known.</i></p>	3
Hazing	<p>Committing an act against another student, in which <u>both</u> of the following apply:</p> <ol style="list-style-type: none"> 1. The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization (athletic team, association, club, or other similar group that is affiliated with the school and whose membership consists primarily of students enrolled at the school that is affiliated with an educational institution) affiliated with an educational institution. 2. The act contributes a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation. <p><i>* Principals/Assistant Principals may treat incidents of hazing at a Level 4 in consultation with the Student Relations Department.</i></p>	3

SCHOOL THREAT OR INTERFERENCE		
Definitions		
	A School Threat occurs where a student uses words or actions to place students, staff, or school property guests in apprehension of harm, or to interfere with or disrupt an educational institution.	
Violation		Action Level
Fire Alarm Misuse	Intentionally ringing a fire alarm when there is no fire, or misuse of a fire extinguisher.	4
Other School Threat (Verbal)	Making a verbal School Threat.	4
Bomb Threat	Threatening to cause harm by using or threatening to use a bomb, or arson-causing device.	5 Expulsion required by law
Chemical or Biological Threat	Threatening to cause harm using dangerous chemicals or biological agents.	
Other School Threat	Making a School Threat that might reasonably lead to the evacuation or closure of a school property or to the postponement, cancellation, or suspension of any class or other school activity (though actual evacuation, closure, postponement, cancellation, or suspension is not required).	

THEFT		
Violation		Action Level
Petty Theft	Stealing cash, or property, valued under \$100.	2
Theft – School Property or Non-School Property	<p>Knowingly:</p> <ol style="list-style-type: none"> 1. Controls property of another with the intent to deprive the other person of such property; or 2. Converts for an unauthorized term or use services or property of another entrusted to the student or placed in the student’s possession for a limited, authorized term or use; or 3. Obtains services or property of another by means of any material misrepresentation with intent to deprive the other person of such property or services; or 4. Comes into control of lost, mislaid, or misdelivered property of another under circumstances providing means of inquiry as to the true owner and appropriates such property to the person’s own or another’s use without reasonable efforts to notify the true owner; or 5. Controls property of another knowing or having reason to know that the property was stolen; or 6. Obtains services known to the student to be available only for compensation without paying or an agreement to pay the compensation or diverts another’s services to the person’s own or another’s benefit without authority to do so. 	3
Burglary or Breaking and Entering	Entering or remaining unlawfully in or on the personal property of another, a classroom, a residential structure or yard, or a nonresidential structure, or in a fenced commercial property with the intent to commit any theft or any felony therein.	4
Extortion	<p>Knowingly obtaining or seeking to obtain property or services by means of a threat to do in the future any of the following:</p> <ol style="list-style-type: none"> 1. Cause physical injury to anyone by means of a deadly weapon or dangerous instrument. 2. Cause physical injury to anyone. 3. Cause damage to property. 4. Engage in other conduct constituting an offense. 5. Accuse anyone of a crime or bring criminal charges against anyone. 6. Expose a secret or an asserted fact, whether true or false, tending to subject anyone to hatred, contempt, or ridicule or to impair the person’s credit or business. 7. Take or withhold action or cause a public servant to take or withhold action. 8. Cause anyone to part with any property. 	4
Robbery	Taking any property of another from their person or immediate presence and against their will; threatens or uses force against any person with intent either to coerce surrender of property or to prevent resistance to such person taking or retaining property.	4
Armed Robbery	Committing robbery (see definition above) where such person or an accomplice: (1) Is armed with a deadly weapon or a simulated deadly weapon; or (2) Uses or threatens to use a deadly weapon or dangerous instrument or a simulated deadly weapon.	5 Mandatory report to law enforcement
Burglary First Degree	Entering or remaining unlawfully in or on a residential structure or yard, or a nonresidential structure, or in a fenced commercial property with the intent to commit any theft or any felony therein. Knowingly possessing explosives, a deadly weapon, or a dangerous instrument in the course of committing any theft or any felony.	5 Mandatory report to law enforcement

WEAPONS AND DANGEROUS ITEMS, POSSESSION OF SEE POLICY JICI FOR MORE DETAILS ON WEAPONS IN SCHOOL		
Violation		Action Level
Dangerous Items	<p>Possessing a knife with a blade length of less than 2.5 inches, air soft gun, bb gun, laser pointer, letter opener, mace/pepper spray, paintball gun, pellet gun, razor blade/box cutter, simulated knife, tear gas, firecrackers, smoke or stink bombs, gas, lighter fluid, or other dangerous items (anything that under the circumstances in which it is used, attempted to be used, or threatened to be used is readily capable of causing death or serious physical injury).</p> <p>Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.</p>	3
Simulated Firearm	<p>Possessing a simulated firearm made of plastic, wood, metal, or any other material which is a replica, facsimile, or toy version of a firearm.</p> <p>If the simulated firearm is used to threaten or intimidate, the violation will be considered a level 4.</p>	3
Other Weapons	<p>Possessing a billy club, brass knuckles, knife with a blade length of at least 2.5 inches, nunchakus, taser, or stun gun.</p> <p>Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used the item is readily capable of causing death or serious physical injury.</p>	4
Firearms	<p>No student shall knowingly carry or possess on their person, within their immediate control, or in or on a means of transportation a firearm without authorization by a school Principal/ Assistant Principal.</p> <p>“Firearm” means any loaded or unloaded handgun, pistol, revolver, rifle, shotgun or other weapon that will expel, is designed to expel or may readily be converted to expel a projectile by the action of an explosive. Firearm does not include a firearm in permanently inoperable condition.</p> <p>“Other Firearms” Firearms other than handguns, rifles, or shotguns including:—any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; Any firearm muffler or firearm silencer; Any destructive device, which includes: Any explosive, incendiary, or poison gas: Bomb; Grenade; Rocket having a propellant charge of more than four ounces; Missile having an explosive or incendiary charge of more than one-quarter ounce, Mine or similar device. Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive, or other propellant, and which has any barrel with a bore of more than one-half inch in diameter. Any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.</p> <p><i>NOTE: This definition does not apply to items such as toy guns, colorful plastic water guns, cap guns, bb guns, or pellet guns.</i></p>	5 Expulsion required by law Mandatory report to law enforcement

Governing Board Policies

TUSD Governing Board Policies are available upon request at all school sites, family centers, central offices (1010 E. Tenth Street, 85719), and online at <http://govboard.tusd1.org/Policies-and-Regulations>

POLICY TITLE	POLICY CODE	POLICY TITLE	POLICY CODE
Student Absences and Excuses	JH	Reporting Child Abuse/Child Protection	JLF
Student Attendance	JE	Rights and Responsibilities	JI
Behavior Management and Student Discipline	JKA	Student Interviews, Searches and Arrests	JIH
Buses/Transportation	EEA & EEAE	School Violence, Bullying, Harassment, Intimidation	JICK
Care of School Property by Students	JICB	Sexual Harassment	ACA
Cell Phones and Other Electronic Devices	JICJ	Student Discipline	JK
Drug and Alcohol Use by Students	JICH	Student Dress	JICA
Equal Educational Opportunity and Anti-Harassment	JB	Student Fundraising Activities	JJE
Extracurricular Activity Eligibility	JJJ	Technology Resources	IJNDB
Hazing	JICFA	Tobacco Use by Students	JICG
Non-discrimination & Immigration Anti-discrimination	AC & ACB	Truancy	JHB
Public Conduct on School Property	KFA	Weapons in School	JICI

BUS RULES

Riding is a privilege; parents/guardians and students should discuss and make sure they know the rules. As a last resort, violations of these bus rules may result in the loss of bus privileges for a limited time, not to exceed 30 days.

These rules apply while students are being transported on a school bus or vehicle used for school purposes.

Rules

- Always comply with bus driver's/monitor's directions
- Remain seated; keep hands, feet, and head inside bus
- Keep unauthorized materials and substances off bus
- Use classroom voice (no profanity/loud noises/intimidation)
- All personal possessions must be under control at all times
- No eating or drinking on the bus

Safety Precautions

- Know the correct bus route # and route to/from the bus stop
- ALWAYS board/depart bus at correct stop known by parent/guardian
- Discuss what to do if the bus is late in the morning or no one is home in the afternoon

Regulations Related to Due Process (Suspension/Expulsion)

TUSD Governing Board Regulations are available upon request at all school sites, family centers, central offices (1010 E. Tenth Street, 85719), and online at <http://govboard.tusd1.org/Policies-and-Regulations>.

REGULATION TITLE	REGULATION CODE	DESCRIPTION
Short Term Suspension	JK-R1	This regulation explains the process for short-term suspensions (1–10 Days).
Long Term Suspension	JK-R2	This regulation explains the process for long-term suspensions (11–180 Days).
Expulsion	JK-R3	This regulation explains the process for expulsions.
Suspension Abeyance Contract Regulation	JK-R4	Principals/Assistant Principals may offer to hold a suspension in “abeyance” (to not instantly enforce the suspension) if (1) the principal/assistant principal believes it is in the best interests of the student and the school community, (2) the student and parent/guardian agree to certain conditions, and (3) the student and parent/guardian signs an abeyance contract agreeing to certain conditions. This regulation explains the abeyance contract process and requirements.

Due Process for Students with an IEP or 504 Plan

Information about IDEA, IEPs, and 504 Plans is at www.tusd1.org/Departments/Exceptional-Education.

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. If a suspension beyond 10 cumulative days is contemplated, special procedures must be followed. **A manifestation determination conference must be held by the 10th day of suspension, but should happen as soon as possible based on parent/guardian/staff availability.**

If the manifestation determination concludes that the student’s behavior is a manifestation of the student’s disability, then no further disciplinary action can be taken. The 504 or IEP team should convene to develop an appropriate behavior plan

for the student. If the manifestation determination conference concludes that the student’s behavior is not a manifestation of the student’s disability, a hearing officer may impose whatever long-term suspension or expulsion policy allows. The District has no obligation to continue to provide educational services to a 504 student pursuant to the 504 accommodation plan during the period of a long-term suspension or expulsion. However, the District must continue to provide educational services for students eligible under IDEA. **A student with a disability under IDEA may be referred to an Interim Alternative Educational Setting in circumstances involving the use or possession of drugs, weapons, or serious bodily injury.**

Arizona Revised Statutes

To access Arizona Revised Statutes, please go to <https://www.azleg.gov/arstitle/>.

The statutes and references listed are reflective of those most commonly referred to with regard to student behavior and school disciplinary procedures and are by no means inclusive of all state and federal laws or all District procedures.

STATUTE SUBJECT	STATUTE REFERENCE
Absence From School; Notification of Parent or Guardian	A.R.S. § 15-807
Bullying, Harassment, Intimidation	A.R.S. § 15-341(36)(a-j)
Classroom Disruption	A.R.S. § 15-841
Interference with or Disruption of an Educational Institution	A.R.S. § 13-2911
Loitering (In or about a school)	A.R.S. § 13-2905(A)(4)
School Day	A.R.S. § 15-901
Discipline; Suspension; Expulsion	A.R.S. § 15-843 and 15-841 through 15-844
Abuse of a Teacher or School Employee in School	A.R.S. § 15-507

Rights and Responsibilities

Student Rights

- ▶ Learn in a safe, clean, orderly, and positive climate that is unbiased, nonjudgmental, and free from prejudice, discrimination, verbal or physical threats, and abuse.
- ▶ Receive appropriate accommodations to meet individual needs (as supported by documentation).
- ▶ Be treated with respect and in a fair and equitable manner by teachers and administrators.
- ▶ Due process of law.
- ▶ Have school rules that are enforced in a consistent, fair, and reasonable manner.
- ▶ Be free from retaliation, from fear of retaliation, and from sex discrimination and sexual harassment at school, including dating abuse.
- ▶ Have teachers and administrators who will follow all District policies related to known allegations of discrimination, harassment, hazing, bullying, and incidents that require mandatory reporting. Such known allegations/incidents must be reported to school administration immediately.
- ▶ Receive a copy of this Code.
- ▶ Have access to school assignments/homework while serving a disciplinary suspension and have options for alternative instructional opportunities for any long term suspension.

Student Responsibilities

- ▶ Attend school daily according to school district adopted calendar, arrive on time, bring appropriate materials, and be prepared to participate in class and complete assignments.
- ▶ Make positive contributions to an environment that allows fellow students to be free from discrimination, harassment, hazing and bullying.
- ▶ Make up work resulting from an absence.
- ▶ Respect the rights, feelings, and property of fellow students, parents/guardians, school staff, visitors, guests, and school neighbors.
- ▶ Conduct themselves in an appropriate and respectful manner while on school grounds, school buses, at bus stops, at any school-related activity, and in the classroom, so as not to interfere with the rights of another student to learn and to contribute to a safe and orderly environment that is conducive to learning.
- ▶ Display behavior that does not compromise the safety of other students and/or staff.
- ▶ Follow discipline guidelines adopted by the school and District.
- ▶ Protect and take care of the school's property.
- ▶ Read and ask questions to understand the information in the Code of Conduct.

Parent and Guardian Rights

- ▶ Request and be granted conferences with teachers, counselors, and/or the principal.
- ▶ Receive explanations from teachers about their student's grades and disciplinary procedures.
- ▶ Access and review school records pertaining to their student.
- ▶ Receive a copy of this Code.
- ▶ Receive immediately an oral and a written notification anytime a student receives in-school suspension, or is sent home for any safety and/or disciplinary reason (including suspensions).
- ▶ Request an interpreter or translator at any step of the disciplinary process.
- ▶ Request a review of all disciplinary actions relating to their student.
- ▶ Direct their student's education, upbringing, and moral/religious training.
- ▶ Be notified promptly if an employee of this state, any political subdivision of this state, any other governmental entity, or any other institution suspects that a criminal offense has been committed against the minor child by someone other than a parent/guardian, unless the incident has first been reported to law enforcement and notification of the parent/guardian would impede a law enforcement or a Department of Child Safety (DCS) investigation. This paragraph does not create any new obligation for TUSD to report misconduct between students at school, such as fighting or aggressive play, that are routinely addressed as student disciplinary matters by the school.
- ▶ Be treated in a manner that is respectful of and responsive to their cultural traditions.

Parent and Guardian Responsibilities

- ▶ Communicate and collaborate with teachers to support student achievement.
- ▶ Attempt to participate and be active at their student's school.
- ▶ Be partners with school staff by sharing appropriate ideas for improving student learning and by helping to prevent and/or resolve student discipline problems.
- ▶ Provide supervision of the student's health, physical, and emotional well being, and assume responsibility for the student's timely regular attendance.
- ▶ Promptly provide the school with explanations for student absences or tardiness.
- ▶ Ensure student compliance with school and District policies and regulations.
- ▶ Read and ask questions to understand the information in this Code.
- ▶ Reinforce the importance of students' adherence to values and behaviors described in this Code.

Annual Notifications

Annual notification of rights under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection, and use of information for marketing purposes, and certain physical exams. These rights transfer from the parents to a student who is 18 yrs. old, or an emancipated minor under State law, and include the right to:

1. **Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Dept. of Education (ED)**
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships (like with lawyers, doctors, or ministers);
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.
2. **Receive notice and an opportunity to opt a student out of –**
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law;
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. **Inspect, upon request and before administration or use –**
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

TUSD will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

TUSD will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. TUSD will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey.

TUSD will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys.

Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- ▶ Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
- ▶ Administration of any protected information survey not funded in whole or in part by ED.
- ▶ Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

TUSD annual notification of Privacy Rights of Parents and Students

The Family Educational Rights and Privacy Act (FERPA) affords parents and "eligible students" (students over 18 years of age, or who attend an institution of postsecondary education) certain rights regarding the student's education records.

These rights are:

1. **The right to inspect and review the student's education records within 45 days from the day TUSD receives a request.**

The parent(s) and/or eligible student may inspect and review student's education records, and TUSD policies and regulations governing use of those records, by making an appointment with the student's school principal. A copy of state and federal statutes and regulations concerning student records is available for reasonable inspection in the Office of the Superintendent or designee, 1010 E. 10th Street, Tucson, Arizona. A list of the types of records maintained, and an explanation of any record, will be provided by appropriate TUSD personnel upon request.

Federal law assumes that both parents are equally entitled to review their child's records. If there is a custody order in place that prohibits the provision of this information to one parent, please provide TUSD with a copy of the custody order, signed by a judge.

2. **The right to request the amendment of the student's education records that the parent(s) and/or eligible students believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.**

Such a request must be in writing to the student's school principal, must clearly identify the part of the record they want changed, and must specify why it should be changed. If TUSD, decides not to amend the record as requested by the parent(s) and/or eligible student, TUSD will notify the parent(s) and/or eligible student of the decision, and the parent(s) and/or eligible student may further request a hearing regarding the request for amendment, as provided by federal and state statutes, rules and regulations.

3. **The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.**

TUSD must obtain the written consent of the parent or eligible student prior to releasing personally identifiable information from the education records of a student, except in circumstances where federal and state law authorize disclosure without consent, such as disclosure to school officials with legitimate educational interests. A school official is a person employed by TUSD as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a Governing Board member; a person or company with whom TUSD has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, schools will disclose education records, without consent, to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by TUSD to comply with the requirements of FERPA.**

Any complaints arising from an alleged violation of these rights may be submitted to the Superior Court of Pima County, Arizona, or to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202
(202) 260-3887

Directory Information

FERPA requires that TUSD, with certain exceptions, obtain a parent's/guardian's written consent prior to the disclosure of personally identifiable information from your child's education records. However, TUSD may disclose appropriately designated "directory information" without written consent, unless you have advised TUSD to the contrary in accordance with TUSD procedures (see Regulation JR-R, Student Records). The primary purpose of directory information is to allow TUSD to include this type of information from your child's education records in certain school publications, such as:

- ▶ The annual yearbook;
- ▶ Honor roll or other recognition lists;
- ▶ Graduation programs; and
- ▶ Sports activity sheets showing weight/height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want TUSD to disclose directory information from your child's education records without your prior written consent, you must notify TUSD on TUSD Form 274, prior to October 1st. TUSD has designated the following information as directory information:

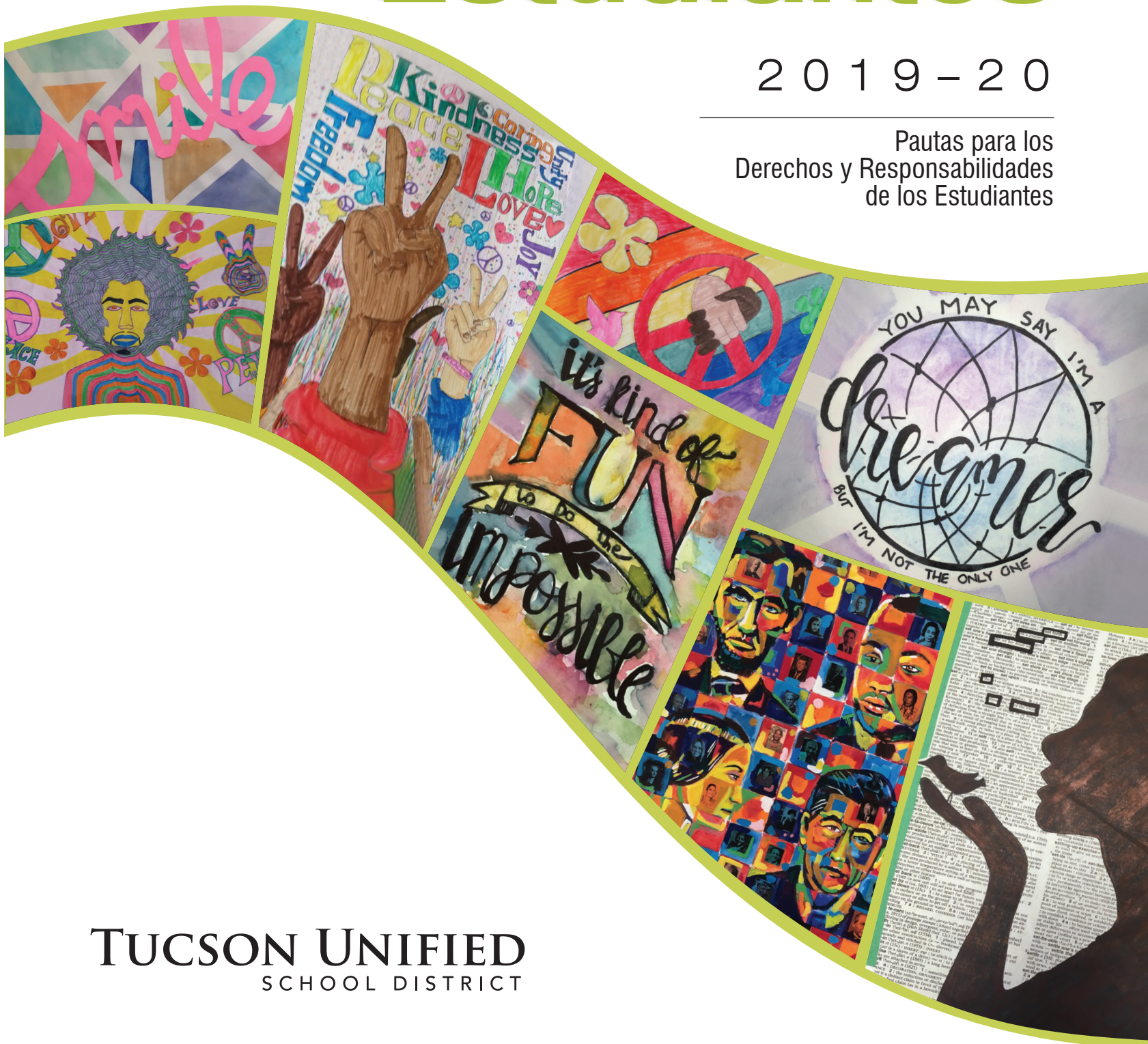
Name, address, parent or guardian telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees (diplomas) and awards received, the most recent previous educational agency or institution attended by the student, personally identifiable photographs, videotapes, films and other visual media, personally identifiable interviews, either audio only or audio and visual, and other similar information.

Under federal law, this information is considered directory information and does not require the written consent of a parent/eligible student to release. If you object to the release of directory information you must notify the principal or designee of the school, in writing, on TUSD Form 274, prior to October 1st. If Form 274 is not received by October 1st, it will be assumed that there is no objection to releasing such information. This procedure shall be done annually. Pursuant to federal law, upon request, TUSD may disclose education records without prior parental/eligible student consent, to officials of another school district in which a student seeks or intends to enroll. For further information, contact the Principal's Office at the school where the student(s) attend in TUSD.

Código de Conducta para Estudiantes

2019-20

Pautas para los
Derechos y Responsabilidades
de los Estudiantes



TUCSON UNIFIED
SCHOOL DISTRICT



**SU ESCUELA ES UNA
ZONA DE SEGURIDAD**

Si Usted Ve

*Violencia ▲ Armas ▲ Personas Que No Son Estudiantes
Drogas ▲ Peleas ▲ Pandillas ▲ Agresiones
Ausentismo No Justificado ▲ Grafiti ▲ Amenazas*

¡Repórtelo!

CONFIDENCIALIDAD GARANTIZADA

Dígase a un oficial escolar o llame
a la línea de mensajes de seguridad

520-584-7680

**LOS MENSAJES SON VERIFICADOS CADA HORA DURANTE LAS CLASES
DIARIAMENTE EN DÍAS NO ESCOLARES**

EN LA PORTADA

Agradecimiento especial a los estudiantes que sometieron el trabajo de arte para la portada.

Bienvenidos al Distrito Unificado de Tucson



No existe una meta más importante que crear y mantener entornos de aprendizaje seguros, sustentadores, y de formación para cada niño en cada escuela.

El factor más importante que determina si logramos esta meta o no, eres tú, el estudiante. Cuando te comprometes a la seguridad, responsabilidad personal, y bondad, estás también comprometiéndote a lograr excelencia personal.

Por favor, lee este documento con tus padres o tutores. Es importante que comprendas nuestros estándares y expectativas para el comportamiento en la escuela. Al adherirte al Código, puedes ayudar a nuestro distrito escolar a transformarse en un entorno más seguro y más sustentador para todos los estudiantes y el personal.

Escuelas maravillosas son lugares donde se logra el aprendizaje, donde los niños logran el éxito académicamente y emocionalmente, y donde los entornos de aprendizaje son seguros, sustentadores, e inclusivos para todos los estudiantes. ¡Por favor, asume tu parte para asegurar que cada escuela en nuestro distrito sea una escuela maravillosa!

Gabriel Trujillo, Ed.D.

Superintendente

Mesa Directiva de TUSD

Adelita S. Grijalva, President
Rachael Sedgwick, Clerk
Leila Counts
Kristel Ann Foster
Dr. Mark Stegeman

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DECLARACIÓN DE NO DISCRIMINACIÓN

El Distrito Escolar Unificado de Tucson no discrimina en base a raza, religión/ creencias religiosas, sexo, identidad sexual, edad, origen nacional, orientación sexual, credo, estatus de ciudadanía, estado civil, creencias/afiliación política, discapacidad, idioma del hogar o antecedentes familiares, sociales o culturales en admisión o acceso a, o trato o empleo en, sus programas educativos o actividades.

Las preguntas concernientes al Título VI, Título VII, Título IX, Sección 504, y el Acta para Americanos con Discapacidades pueden ser dirigidas a TUSD’s EEO Compliance Officer, 1010 East Tenth Street, Tucson, Arizona 85719, (520) 225-6444, o a la Office for Civil Rights, U.S. Department of Education, 1244 Speer Boulevard, Denver, Colorado 80204. Vea las Políticas AC “No-Discriminación,” y ACA “Acoso Sexual” para mayor información.

Información Básica

¿Qué es el Código?

Un folleto que compendia las expectativas, derechos, y responsabilidades de los estudiantes y el personal (anteriormente llamado “Pautas para los Derechos y Responsabilidades de los Estudiantes” o “GSRR”).

¿Qué Principios Guían la Administración de Disciplina en TUSD?

- ▶ Asociación con estudiantes/padres/tutores para crear entornos de aprendizaje seguros, sustentadores e inclusivos.
- ▶ Esforzarse por mantener a los estudiantes en un entorno de aprendizaje.
- ▶ Asegurarse que las consecuencias no sean discriminatorias, sean justas, y apropiadas para la edad.
- ▶ Aplicar las reglas firmemente para que los estudiantes reciban consecuencias similares por infracciones similares.

Ninguno de estos principios impide que el personal escolar proteja apropiadamente la seguridad del plantel.

¿Cómo es Administrada la Disciplina para los Estudiantes con Discapacidades?

Todo el personal del distrito que administra disciplina deberá tomar en consideración una discapacidad del estudiante bajo cualquiera Sección 504 o La ley Educativa de Individuos con discapacidades (IDEA) o si sospecha que el estudiante tiene — o si está siendo considerado para una evaluación para — una discapacidad. TUSD deberá seguir procedimientos específicos para estudiantes considerados discapacitados bajo la ley federal, incluyendo la determinación de si el mal comportamiento es una manifestación de la discapacidad del estudiante.

¿Cuándo y Dónde Aplica el Código?

- ▶ El horario regular de las escuelas (incluyendo cuando los estudiantes van a o vienen de la escuela).
- ▶ Mientras los estudiantes **están siendo transportados en un autobús escolar o vehículo autorizados por el distrito.**
- ▶ En todo momento y lugar donde un oficial escolar o empleado tenga jurisdicción sobre los estudiantes.
- ▶ Eventos y actividades auspiciadas por la escuela / relacionadas a la escuela (incluyendo excursiones, eventos atléticos).
- ▶ Acciones en o fuera del plantel que tengan como resultado un efecto perjudicial sobre los estudiantes o el proceso educativo.
- ▶ En la propiedad de TUSD, en cualquier momento (vea la Política JICH).

¿Quién Supervisa la Disciplina en TUSD?

El Departamento de Relaciones Estudiantiles (Relaciones Estudiantiles) está compuesto por un Director, un Coordinador y un oficial de enlace. El Equipo supervisa la disciplina en base bisemanal, semanal, mensual y trimestral. El Equipo repasa y aprueba las peticiones para consecuencias elevadas, repasa las suspensiones junto con los Directores/Asistentes de Directores, se asegura del acatamiento al Código y otras políticas y supervisa que no haya disciplina desproporcionada por raza o etnicidad.

¿Cómo puedo obtener más información o presentar una queja oral o escrita?

Las Políticas y Reglamentos de la Mesa Directiva relacionadas a la disciplina están disponibles para ser revisadas en la oficina del director(a) de cada escuela y en línea en <http://www.tusd1.org/Information/Resources/Student-Guidelines> (siga el enlace a “Student Code of Conduct”). Los estudiantes o padres/tutores pueden presentar una queja relacionada a discriminación, acoso, novatada, abuso en el noviazgo, hostigamiento, o acciones disciplinarias injustas con el director(a) de la escuela, el Director Asistente, el Departamento de Relaciones Estudiantiles al teléfono 225-6486, o en línea en <http://deseg.tusd1.org>.

Prácticas Restaurativas

Las prácticas restaurativas son estrategias para resolver problemas y desarrollar relaciones dirigiéndose a los asuntos sociales y emocionales creados por el conflicto y restaurando a los estudiantes a los entornos de aprendizaje sustentadores después de hacer enmiendas a las malas decisiones.



¿Cómo implementa TUSD las Prácticas Restaurativas?

► *Círculos improvisados pequeños o círculos de grupos grandes:* algunas personas se reúnen para brevemente dirigirse y resolver un problema; facilitados por el personal del distrito incluyendo a maestros, asesores, y/o directores/asistentes de directores. Un grupo más grande puede reunirse en un círculo grande o un círculo de salón de clases para discutir asuntos, responder a preguntas, resolver problemas u ofrecer realimentación; facilitado por el personal del distrito incluyendo, pero no limitado a: a maestros, director/asistente de director, asesores y/o Facilitadores de Prácticas Restaurativas y Positivas (RPPF).

- *Conferencias restaurativas formales:* se dirigen a problemas serios de comportamiento. Estas conferencias podrán incluir a estudiantes que hayan cometido infracciones disciplinarias, víctimas, padres/tutores y directores/asistente de directores escolares. Solamente aquellos entrenados en conferencias formales pueden facilitar una conferencia formal.
- *Reducción de intensificación:* los estudiantes pueden tomar un corto tiempo (no más de 30 minutos o el resto de un período de clases) para reducir la intensificación si se sienten enojados, agobiados, o necesitando descanso. Los estudiantes llenarán una forma de reflexión para ayudar al personal a reducir la intensificación de la situación y asistir ayudando a restaurar al estudiante de regreso al salón de clases o ambiente de estudios.

Intervenciones y Apoyos para el Comportamiento Positivo (PBIS)



PBIS es un marco de trabajo proactivo diseñado para prevenir el problema de comportamiento mientras se enseñan comportamientos socialmente apropiados. El enfoque de PBIS en TUSD es crear y sostener entornos seguros e inclusivos para todos los estudiantes para apoyar el comportamiento apropiado y cambiar el comportamiento perturbador.

¿Cómo implementa TUSD el PBIS?

TUSD se esfuerza por crear entornos seguros, positivos al: definir y enseñar expectativas de comportamiento; supervisar y reconocer comportamientos apropiados; proporcionar consecuencias correctivas apropiadas; proporcionar apoyos de comportamiento apropiados (incluyendo acciones como tutoría, grupos de habilidades sociales, y supervisión diaria); utilizando una propuesta basada en equipo; y utilizando datos de referencia para la solución de problemas.

¿Quién es Responsable para la Implementación de Prácticas Restaurativas y PBIS?

Todos. En cada escuela. Bajo la dirección del director del plantel y/o el Facilitador de Prácticas Restaurativas y Positivas (RPPF), los miembros del personal en cada plantel deberán comprender las reglas escolares; reforzar el comportamiento apropiado de los estudiantes; y utilizar el manejo constructivo del salón de clases, intervenciones y apoyos de comportamiento positivo, y/o estrategias de prácticas restaurativas, donde sea apropiado, para promover entornos seguros, inclusivos, y sustentadores para todos los estudiantes.

Consecuencias de Exclusión

Consecuencias de exclusión incluyen el retiro de un estudiante de la instrucción del salón de clases por más de treinta minutos, o por más tiempo que el de un periodo de clases. Esto incluye alternativas positivas a la suspensión fuera de la escuela (vea la página 4), entornos o programas, suspensión dentro de la escuela, suspensión fuera de la escuela, y expulsiones.

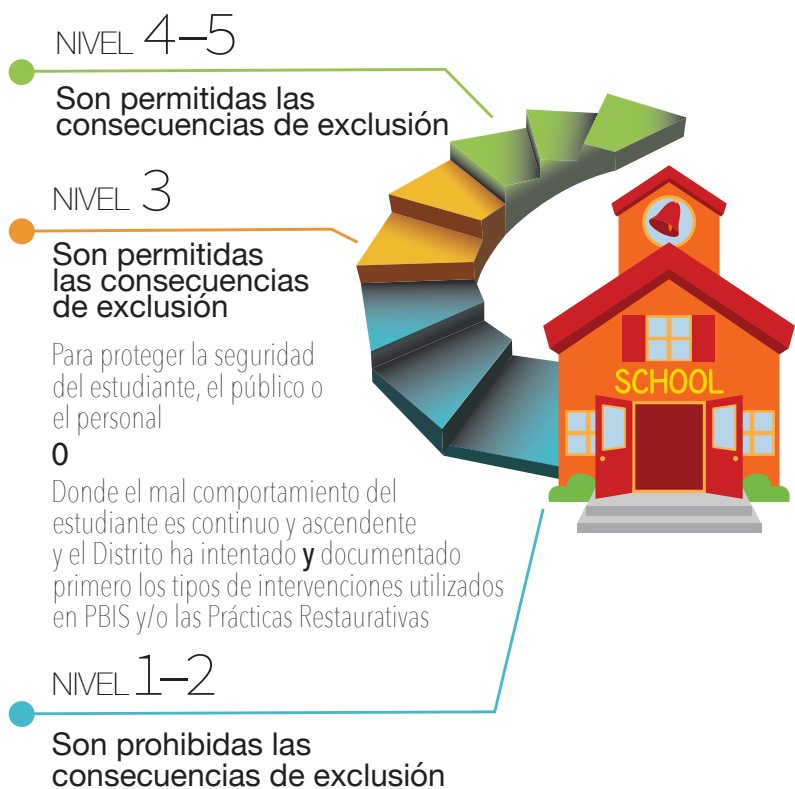
¿Cuál es la Posición de TUSD sobre el Uso de las Consecuencias de Exclusión?

El Distrito Escolar Unificado de Tucson está comprometido para asegurar que las consecuencias que retiran a los estudiantes del salón de clases, donde se imparte el aprendizaje, sean siempre utilizadas como último recurso y que sean aplicadas solamente después que se hayan intentado intervenciones del nivel del salón de clases y hayan fracasado o lo serio del incidente justifique una consecuencia de exclusión.



¿Cuándo Aplican las Consecuencias de Exclusión?

Si las Consecuencias de Exclusión son impuestas, los estudiantes tendrán un debido proceso justo que incluye una oportunidad de apelar (vea información sobre el debido proceso, páginas 5-6). Para todas las infracciones, las consecuencias disciplinarias deberán ser acompañadas con una instrucción significativa y una guía sustentadora (ej. realimentación constructiva y enseñanza de nuevo) para que se ofrezca a los estudiantes una oportunidad de aprender de su comportamiento y, cuando sea posible, una oportunidad de continuar participando en la comunidad escolar. El personal de la Seguridad Escolar no participará en las decisiones de disciplina que ocurran después de un incidente. Esto de ninguna manera prohíbe a la Seguridad Escolar la participación durante o inmediatamente después de un incidente para proteger la seguridad del plantel.



Centros de Intervención Positiva (PICs); Interrupción en el Salón de Clases

PIC proporciona al estudiante un corto tiempo (no más de 30 minutos para los grados K-5 o no más que el resto de un período de clases para los grados del 6-12) y un entorno positivo y sustentador para reducir la intensificación si sienten enojo, están agobiados o necesitan descanso.

Un PIC puede ser un salón ISI (MS y HS), un salón de clases del maestro y su ayudante (K5 y K8), o un espacio de oficina del asesor o trabajador social.

Los estudiantes llenarán una forma de reflexión para ayudar a identificar la causa de la sensibilidad, reducir la intensificación de la situación, y ayudar a restaurar al estudiante de regreso al salón de clases o el entorno.

Los estudiantes podrán reducir la intensificación en el PIC cuando sea necesario a través de varios protocolos:

- ▶ No más de tres estudiantes de un sólo salón de clases podrán ir al salón PIC en un período.
- ▶ Un estudiante no puede ir a un PIC hasta que haya habido una intervención intentada cuando sea posible.
- ▶ Después de la tercera ocasión en un semestre, un estudiante debería ser enviado al Director/Director Asistente/Asesor para una mayor evaluación y/o intervención.
- ▶ El personal documentará los nombres de los estudiantes y las clases de las que provienen, y repasará la información regularmente para asegurar el uso apropiado de un PIC, disparidades de supervisión, y determinar si el estudiante necesita intervenciones adicionales.

Basado en el Estatuto Revisado de Arizona 15-841

Un maestro puede enviar a un estudiante que interrumpe fuera del salón de clases por 30 minutos o la duración del período proveyendo que tal acción sea consistente con el Código de Conducta de los Estudiantes y solamente cuando una de las siguientes condiciones exista:

1. El maestro documentó que el estudiante ha interferido repetidamente con la habilidad del maestro para comunicarse efectivamente con los otros estudiantes en el salón de clases o con la habilidad de otros estudiantes de aprender; O
2. El maestro ha determinado que el comportamiento del estudiante causa tanta interrupción o abuso que este interfiere seriamente con la habilidad del maestro para comunicarse efectivamente con otros estudiantes en el salón de clases o con la habilidad de aprender de otros estudiantes.

El Distrito está totalmente comprometido a honrar los derechos de los maestros para restituir a un estudiante destructor de acuerdo a las condiciones enumeradas arriba.

Política JK-R1

Los directores podrán retirar inmediatamente a un estudiante cuya presencia presenta un peligro claro continuo para una persona o propiedad o una amenaza de interrumpir el proceso académico.

Alternativas Positivas a la Suspensión Fuera de la Escuela

Se alienta a los Directores a utilizar alternativas positivas a la suspensión, donde sea práctico.

Contratos de Aplazamiento (Reglamento JK-R4)

Un Contrato de Aplazamiento es un contrato de comportamiento que puede ser ofrecido a un estudiante quien está enfrentándose a una suspensión. El aplazamiento será acortado o eliminará el número de días que el estudiante permanece fuera de la escuela. El Director/ Director Asistente, padre/tutor, y estudiante deberán estar de acuerdo y firmar el Contrato de Aplazamiento, con el entendido que si el estudiante infringe el contrato con una infracción que ocasione suspensión, los días restantes de suspensión deberán ser cumplidos.

LOS CONTRATOS DE APLAZAMIENTO DEBERÁN SER OFRECIDOS POR LOS DIRECTORES/DIRECTORES ASISTENTES CUANDO UN ESTUDIANTE HA COMETIDO LAS SIGUIENTES INFRACCIONES: PELEAS; POSESIÓN O USO DE DROGAS O ALCOHOL.

Intervención Dentro de la Escuela (ISI)

ISI es una alternativa a la suspensión a corto plazo donde los estudiantes continuarán recibiendo la instrucción del salón de clases de maestros de materias certificados en un salón de clases en el plantel (ISI está disponible en todas las escuelas intermedias, todas las escuelas secundarias, y las escuelas grandes K-8).

Suspensión Dentro de la Escuela (ISS) (Reasignación a una clase o área diferente)

ISS es una alternativa a la suspensión a corto plazo y es utilizada solamente en escuelas que no cuentan con ISI. Los estudiantes en ISS pueden ser supervisados por un maestro altamente calificado u otro miembro del personal y continuarán recibiendo su currículo principal en un entorno supervisado.

Programa de Educación Alternativa del Distrito (DAEP)

DAEP es una alternativa a la suspensión a largo plazo. Es un programa voluntario que proporcionará a los estudiantes de 6to – 12vo grados la oportunidad de continuar su educación y reflexionar sobre los comportamientos y circunstancias implícitos que condujeron al comportamiento inapropiado. DAEP ayuda a los estudiantes en el aprendizaje de comportamientos apropiados y hacer mejores decisiones para que puedan ser estudiantes exitosos cuando sean restaurados a su escuela designada.

Debido Proceso (Suspensión o Expulsión)

A cualquier estudiante que enfrenta una suspensión o expulsión se le proporcionará el debido proceso básico como amparo legal para proteger los derechos constitucionales del estudiante y sus padres/tutores. Expulsión es la retirada permanente del privilegio de asistir a cualquier escuela del Distrito, al menos que la Mesa Directiva restaure el privilegio.

Tan pronto como sea posible Después de una supuesta infracción, se inicia el debido proceso básico.

- ▶ El Director(a) o designado investiga una alegación, proporciona aviso al estudiante si se encuentra que la alegación es válida, explica la evidencia y da al estudiante una oportunidad de presentar su lado.
- ▶ Los directores podrán inmediatamente retirar a un estudiante cuya presencia posee un peligro claro continuo y presente a las personas o propiedad o una interrupción del proceso académico.

Concluya el debido proceso básico dentro de 1 2 días de clases.

- ▶ Después de repasar los hechos, los directores podrán imponer la disciplina de no exclusión o una suspensión a corto plazo (1-10 días de clases) o, si se justifica, puede iniciar el proceso para una suspensión a largo plazo (11-180 días de clases) o expulsión.
- ▶ Un Director(a) puede imponer una suspensión a corto plazo pendiente a la de largo plazo cuando inician el proceso de suspensión a largo plazo o expulsión.

Proceso de Decisión y Apelación para la Suspensión a Corto Plazo

La política del Distrito proporciona las siguientes protecciones para los estudiantes que enfrentan una suspensión a corto plazo (incluyendo una suspensión a corto plazo pendiente a una suspensión a largo plazo or expulsión).

Aviso de suspensión a los padres el primer día; reunirse con el padre/tutor, si es posible, el primer o segundo día.

- ▶ El Director(a) o designado llama a los padres/tutores, da aviso de suspensión al estudiante y envía una copia al padre el **1er día** de la suspensión.
- ▶ Los padres/Tutores podrán reunirse con el director(a) dentro del 1ro ó 2do día de la suspensión. El director(a) podrá ofrecer un contrato de aplazamiento o el padre/tutor podrá apelar la decisión con el Superintendente Asistente dentro de tres días de clase.
- ▶ Si es apelada, el Superintendente Asistente o su designado deberá repasar la decisión dentro de **3 días de clases**, afirmar o reducir la disciplina, y notificar al padre/tutor y al Director(a) **tan pronto como sea posible**.

Debido Proceso (Suspensión a Largo Plazo o Expulsión)

Los Directores/Directores Asistentes deberán imponer una “suspensión a corto plazo pendiente a una de largo plazo” si están considerando una suspensión a largo plazo o expulsión, y deberán primero cumplir con el debido proceso básico descrito en la página 5 (el período de la suspensión a corto plazo pendiente a una suspensión a largo plazo contará en la suspensión a largo plazo). Una vez que el Director decida imponer una suspensión a largo plazo o expulsión, el Distrito deberá proporcionar un debido proceso más formal como un amparo para proteger los derechos constitucionales de los estudiantes y los padres/tutores.

Derechos del estudiante, incluyendo el derecho de representación por un padre/tutor y/o asesor legal (los padres pueden estar presentes en todo el proceso).

- ▶ Acceso razonable a la evidencia y los registros del estudiante cuando menos dos días antes de la audiencia.
- ▶ Estar libres de requisitos para presentar evidencia en su contra.
- ▶ Presentar evidencia y testigos favorables y cuestionar evidencia y testigos en la audiencia.
- ▶ Que sea presentado y guardado el testimonio.
- ▶ Tener presente a un intérprete, si es necesario.
- ▶ Renunciar a cualquier o todos los derechos una vez dados a conocer.

Proceso de Decisión y Apelación de Suspensión a Largo Plazo

La política del Distrito proporciona protecciones para los estudiantes que enfrentan una suspensión a largo plazo o expulsión. Si el Director recomienda la expulsión, el Distrito deberá seguir los procedimientos delineados en el Reglamento JK-R3.

Aviso para los padres/tutores de suspensión y audiencia para el tercer día de clases de la suspensión a corto plazo.

- ▶ Al principio del proceso para una suspensión a largo plazo, el Director/Director Asistente deberá enviar el aviso de suspensión y audiencia a los padres/tutores para el **tercer día de clases** de la suspensión a corto plazo pendiente a largo plazo.
- ▶ **El día o el día anterior a que el aviso sea enviado**, el Director/Director Asistente deberá hacer un intento razonable de comunicarle verbalmente al padre/tutor y al estudiante acerca de lo contenido en el aviso.

Procedimientos de audiencia y apelación y cronología.

- ▶ Audiencia formal para el 10 mo día de clases de la suspensión a corto plazo pendiente a largo plazo.
- ▶ El Director o designado deberá enviar la decisión dentro de 3 días de clases.
- ▶ El padre/tutor podrá apelar dentro de 3 días de clases de haberla recibido el Superintendente Asistente o su designado deberá repasarla dentro de 5 días de clases y notificar al padre/tutor y al director tan pronto como sea posible.
- ▶ El padre/tutor podrá además apelar a la Mesa Directiva dentro de 5 días de clases de haber recibido el aviso.
- ▶ La Mesa Directiva deberá decidir dentro de 10 días después de haber repasado el registro.

Niveles de Acción

GUÍA	<p>Al considerar las acciones, los planteles intentan implementar Prácticas Restaurativas y mantener al estudiante en su salón de clases cuando es posible. Las acciones disciplinarias deben ser no discriminatorias, justas, adecuadas a la edad, y deben corresponder a la severidad del mal comportamiento del estudiante. Los directores pueden ejercer discreción razonable al decidir la infracción ocurrida, o podrán solicitar una consecuencia más elevada basada en la preocupación de la seguridad del plantel.</p> <p>La gráfica a continuación enumera las acciones que puede tomar la administración escolar como resultado de una infracción. El Nivel de la Acción identifica las acciones máximas para las infracciones asignadas a ese nivel. Se pueden aplicar acciones múltiples a una sola infracción.</p> <p>LAS ACCIONES ENUMERADAS EN LETRAS NEGRITAS SON EL MÍNIMO Y LA ACCIÓN OBLIGATORIA PARA ESE NIVEL DE INFRACCIÓN. LA NOTIFICACIÓN A LOS PADRES Y LA CONFERENCIA CON EL ESTUDIANTE SON OBLIGATORIAS PARA TODAS LAS INFRACCIONES.</p>
Nivel 1	<p><i>Antes de remitir el asunto a los administradores del plantel, se espera que los maestros del salón de clases utilicen por lo menos tres intervenciones a nivel salón de clases cada semestre –con la documentación propia – para una infracción de Nivel 1.</i></p> <ul style="list-style-type: none"> • Notificación a los Padres y Solicitud de una Conferencia • Conferencia con Estudiante • Círculo Restaurativo o Conferencia (vea página 2) • Disculpa Verbal/por Escrito • Ensayo Reflexivo • Advertencia • Detención (antes/después de la escuela; almuerzo) • Escuela en sábado • Partida retrasada de la escuela • Tiempo Fuera (sin exceder 30 minutos) • Reasignación a una Clase Diferente • Suspensión de Privilegios • Servicio Comunitario (no cuadrilla de trabajo) • Restitución • Tribunal para Adolescentes • Remisión a una Agencia Externa • Reunión con el Consejero • Mediación entre Compañeros • Evaluación de Conducta Funcional • Contrato de Conducta • Grupo de Intervención de Conducta • Paquete de Aprendizaje de Conducta • Plan de Intervención para Conducta • Otras acciones (de acuerdo con otras intervenciones de Nivel 1) <p><i>*Algunas acciones pueden no estar disponibles en todos los planteles.</i></p>
Nivel 2	<p>Se puede imponer también cualquier acción de los niveles anteriores.</p> <ul style="list-style-type: none"> • Conferencia Restaurativa y/o Círculo Restaurativo (ver página 2). • Los Grupos de Destrezas Sociales y/o de Orientación pueden ser facilitados por un consejero, trabajador social, u otro miembro del personal calificado.
Nivel 3	<p>Se puede imponer también cualquier acción de los niveles anteriores.</p> <ul style="list-style-type: none"> • Conferencia Restaurativa y/o Círculo Restaurativo (ver página 2). • Suspensión Dentro de la Escuela/Intervención o Suspensión Fuera de la Escuela y/o Prórroga (a Corto Plazo 1-10 Días) pero solamente cuando la mala conducta del estudiante es continua y va en escala, y solamente cuando el plantel primero intentó y documentó los tipos de intervenciones utilizadas en PBIS o Prácticas Restaurativas).
Nivel 4	<p>También se puede imponer cualquier acción de los niveles anteriores.</p> <ul style="list-style-type: none"> • Conferencia Restaurativa y/o Círculo Restaurativo (al regresar a la Escuela) (ver página 2). • Suspensión Fuera de la Escuela – A Largo Plazo (11-30 Días) (*excepto por las infracciones enumeradas a continuación) <p>Pelear* <i>Primera ofensa</i>—tres días de suspensión con dos días exonerados si el estudiante participa en mediación. <i>Segunda ofensa</i>—suspensión de diez días con 7 días en reserva si el estudiante participa en mediación..</p> <p>*Los administradores pueden asignar dos días de período para “serenarse” donde la seguridad sea una preocupación y después de consultar con Relaciones Estudiantiles.</p> <p>Posesión o Uso de Drogas o Alcohol** <i>Primera ofensa</i>—tres días de suspensión con dos días exonerados si el estudiante acuerda asistir a un taller sobre el abuso de sustancias. <i>Segunda ofensa</i>—diez días de suspensión con siete días en reserva si el estudiante acuerda asistir a un taller sobre el abuso de sustancias. En ambos casos, el estudiante deberá estar de acuerdo, al regresar a la escuela, a una entrevista de admisión a la escuela y ser escudriñado por drogas o alcohol.</p>
Nivel 5	<p>También se pueden imponer cualquier acción del/los nivele(s) anterior(es).</p> <ul style="list-style-type: none"> • Suspensión Fuera de la Escuela y/o Prórroga – A Largo Plazo (11-180 Días) • Conferencia Restaurativa y/o Círculo Restaurativo (al regresar a la escuela) (ver página 2). • Expulsión (181+ Días) Expulsión es el retiro permanente del privilegio de asistir a cualquier escuela en el Distrito, al menos que la Mesa Directiva restaure el privilegio.

Guía Para Aplicar las Acciones

1. Nada dentro del Código deberá prevenir al personal escolar la protección de la seguridad del plantel cuando sea necesario.
 2. Los Directores y Directores Asistentes (DA) **deberán comunicarse con Relaciones Estudiantiles** inmediatamente antes de suspender a un estudiante (o repasar el uso de ISI y prórrogas).
 3. Los Directores y los DA a nivel primaria (Pre-K-5to Grado) deberán considerar todas las infracciones, *con la excepción de la posesión de armas de fuego o cualquier incidente de amenaza a una institución educativa*, a un nivel inferior al de la infracción actual, pero pueden solicitar una consecuencia elevada debido a preocupaciones de la seguridad del plantel.
 4. Los Directores y los DA pueden aplicar una acción que es un nivel superior que la enumerada, pero solamente después de mostrar documentación de apoyo (p.ej. intervenciones anteriores, asistencia, etc.). Las solicitudes deberán ser presentadas primero al equipo de Superintendente Auxiliar para su aprobación final y para ser revisadas junto con Relaciones Estudiantiles para determinar si es que los maestros y/o los directores/directores auxiliares intentaron implementar eficazmente intervenciones para abordar cualquier asunto subyacente o sin resolver. La consecuencia puede ser elevada un nivel después de tres infracciones repetidas en un semestre (con intentos de intervenciones y su documentación) o para proteger la seguridad del plantel. Una consecuencia puede ser elevada de nuevo después de dos infracciones repetidas en un ciclo escolar (donde está claro que las intervenciones que fueron intentadas, variadas, y documentadas no han trabajado para cambiar el comportamiento del estudiante) o para proteger la seguridad del plantel. Después de cinco infracciones repetidas en un ciclo escolar de "Abandonar los Terrenos de la Escuela sin Permiso" o "Ausencias no Justificadas," el Distrito podrá reasignar a un estudiante a un entorno educativo alternativo (programa de aprendizaje extendido en la escuela, Proyecto MORE, etc.) después de evaluar las circunstancias del estudiante para determinar la colocación educativa más apropiada en conjunción con el padre o tutor.
 5. Los Directores y los DA pueden solicitar una exención de acciones obligatorias para las consecuencias de los niveles 4 ó 5 por medio del Asistente de Superintendente. No se debe solicitar una exención cuando la acción disciplinaria prescrita involucra la posesión de armas de fuego o la amenaza a una institución educativa. De acuerdo a la ley estatal en tal caso, solamente la Mesa Directiva puede decidir, basado en cada caso, si se impondrá un castigo menor al obligado.
 6. Pelear y el Uso y la Posesión de Drogas/Alcohol son considerados infracciones de nivel 4 pero son tratadas de manera diferente que otras infracciones de Nivel 4, incluyendo una exención automática para consecuencias a largo plazo para la primera ofensa (una segunda pelea puede resultar en una suspensión a largo plazo si es aprobada por el Departamento de Relaciones Estudiantiles y el Superintendente Auxiliar). Los incidentes repetidos de esta infracción pueden resultar en aumentos a la duración de la suspensión.
 7. Un estudiante que voluntariamente ayuda u obliga a otro estudiante a cometer una infracción de estas pautas será responsable por la infracción de igual manera.
 8. Todas las conferencias con los padres/tutores se realizarán de manera oportuna. Los padres/tutores pueden participar en una conferencia por medio de un teléfono o algún otro modo de adaptación para la comunicación. Los estudiantes no tendrán más castigo solamente porque los padres/tutores no pudieron participar en una conferencia.
 9. El intento de infracción, incluyendo conflicto físico, puede requerir alguna Acción. Los Directores o DA determinarán el nivel de acción adecuado por algún intento de infracción. Las Acciones generalmente serán a un nivel menor que el de la infracción actual.
 10. Al determinar el nivel de acción adecuado a tomar, los Directores y DA deberán considerar el argumento de defensa propia del estudiante, defensa de otros o en defensa de la propiedad. Los Agentes del Orden Público, los Agentes de Recursos escolares, los Agentes de Seguridad Escolar, y otro personal de seguridad no deberán estar involucrados en la disciplina de niveles leves (niveles 1-3). **Esto no prohíbe de alguna manera que Seguridad Escolar sea contactada durante o inmediatamente después del incidente para proteger la seguridad de los estudiantes, personal, o visitantes.** Cuando se contacta a los agentes del orden Público, un Director/Director Auxiliar deberá notificar inmediatamente al Superintendente Auxiliar y al Departamento de Relaciones Estudiantiles. Se pueden llamar a los Agentes del Orden Público en casos de vandalismo cuando el Distrito busca restitución de daños a la propiedad escolar.
- Las escuelas están divididas en **cinco regiones**, cada una apoyada por un Superintendente Asistente. Para encontrar su información regional, vaya a www.tusd1.org/departments/regions, ubique su escuela en una de las cinco listas, luego haga clic en el sello de su región en la parte superior de la columna.

Gráfica de Infracciones

AGRESIÓN		
Infracción		Nivel de Acción
Provocación (verbal o no verbal)	Utilizando lenguaje o ademanes ofensivos que pueden provocar a otra persona a pelear.	1
Imprudencia	Participación en comportamiento no intencional, descuidado que puede plantear un riesgo a la seguridad o salud de sí mismo o de los demás.	1
Conducta Agresiva Menor	Participación en contacto físico no serio pero inapropiado tal como, pero sin limitarse a: golpear, dar con la punta del dedo, jalar, empujar, tropezar, jalar la silla en la que se va a sentar otra persona, u otros comportamientos que demuestran conducta hostil de nivel leve.	2
Peligro	Ponerse a sí mismo o a otra persona imprudentemente en considerable riesgo de muerte inminente o de lesión física seria por medio de conducta tal como, pero sin limitarse a: lanzar piedras, andar en patineta dentro del plantel, etc.	3
Conflicto Físico		
Otras Agresiones Utilizar otras acciones de agresión que no están enumeradas específicamente en la sección de Agresión incluyendo, pero sin limitarse a, contacto físico intencional, grave e inadecuado , incluyendo, pero sin limitarse a, cualquier ejemplo enumerado bajo "Acciones Agresivas Menores" que pueden resultar en lesiones físicas graves. Ejemplo: tirar del cabello, empujar, bofetear, etc.	Peleas Una pelea se define como un altercado físico en el que ambas partes participan voluntariamente donde existe una preponderancia de evidencia que ambas partes tuvieron una o más oportunidades de apaciguar la situación, retirarse de la situación, o notificar a un agente escolar de una posible pelea antes de tomar la decisión de participar, y dónde las circunstancias presentan una amenaza a la seguridad debido al número de participantes o a la intensidad y violencia de la conducta.	Ataque Intencionalmente, voluntariamente o imprudentemente causar alguna lesión física seria a otra persona; voluntariamente tocar a otra persona con la intención de lastimar, insultar o provocar a dicha persona.
3	4*	4
Incluye contacto físico serio e inapropiado. Incluye "pelear" cuando las circunstancias no representan una amenaza a la seguridad. La conducta similar que no cumple con la definición de Otras Agresiones deberá ser tratada como la ofensa de Nivel 2 "Acción de Agresión Menor".	*Debido a la participación mutua de los participantes, los directores/directores auxiliares otorgarán una exención automática del mínimo obligatorio, diez días de suspensión a largo plazo que se utiliza normalmente en este nivel para la primera ofensa. Ver las pautas para peleas en la página 7, Nivel 4, anterior. La conducta similar que no cumple la definición de Peleas deberá ser tratada como ofensa de Nivel 3 dentro de "Otras Agresiones".	Involucra a una persona que actúa en contra de otra. La conducta similar entre participantes mutuos deberá ser tratada como ofensa de Nivel 4* dentro de "Peleas."
Ataque con Agravantes	<ol style="list-style-type: none"> 1. Causar lesiones físicas a otra persona. 2. El uso de un arma mortal o de un instrumento peligroso. 3. Cometer el ataque con cualquier tipo de fuerza que causa desfiguración temporal pero considerable, pérdida o impedimento temporal pero considerable de cualquier parte u órgano del cuerpo o una fractura de cualquier parte del cuerpo. 4. Cometer el ataque mientras que la víctima está atada o de otra manera restringida físicamente o mientras que la capacidad de la víctima para resistirse está considerablemente impedida. 5. Cometer el ataque y que la persona se encuentre infringiendo una orden de protección. 6. Cometer el ataque intencionalmente o teniendo manera de saber que la víctima es alguna de las siguientes: maestro(a) o cualquier empleado escolar dentro del plantel escolar, agente del orden público, fiscal, bombero, EMT/Paramédico participando en obligaciones oficiales en los terrenos adyacentes a la escuela o en cualquier parte de algún edificio o vehículo utilizado para propósitos escolares, maestro(a) o enfermera escolar visitando una casa privada dentro de las obligaciones profesionales del maestro(a) o enfermera(o) que participa en alguna actividad de salón de clases autorizada y organizada y realizada en otro lugar que no sea el plantel escolar. 	5 Informe obligatorio a los agentes del orden público

ALCOHOL, TABACO Y OTRAS INFRACCIONES DE DROGAS		
Definiciones		
Infracción de Drogas	Uso ilegal, distribución, venta, compra, posesión, transportación o importación de cualquier droga o narcótico controlado o de equipo o dispositivos utilizados en la preparación o consumo de drogas o narcóticos. Incluye estar bajo la influencia de drogas en la escuela, en eventos patrocinados por la escuela y en transportación patrocinada por la escuela. Incluye medicamentos sin receta si son abusados por el estudiante.	
Posesión	Ejercicio intencional de dominio o control sobre un artículo.	
Uso	Acción de usar o estar bajo la influencia.	
Vender	Transferir o intercambiar un artículo a otra persona por cualquier cosa de valor o ventaja, actual o futuro.	
Compartir	Permitir a otra persona que use o disfrute algo que uno posee.	
<p>*Los Directores/Directores Asistentes otorgarán una exención automática a la suspensión a largo plazo mínima de diez días normalmente utilizada en este nivel para los infractores por primera vez por posesión o uso de drogas o alcohol. Ver la guía específica para las consecuencias adecuadas en la página 7, a Nivel 4 anterior.</p>		
Infracción		Nivel de Acción
Uso Inadecuado de Medicamentos Sin Recetas	Medicamentos que se pueden comprar directamente sin receta de un profesional del cuidado de salud. Uso inadecuado incluye cualquier uso que no sea el descrito en el empaque o recomendado por el profesional de cuidado de salud.	
Infracción de Tabaco	La posesión, uso, distribución o venta de productos de tabaco en las instalaciones escolares (incluyendo cualquier dispositivo o sustancia que emite nicotina tales como cigarrillos electrónicos, parches de nicotina, vapores y plumas de vapor y palillos hookah), en eventos patrocinados por la escuela y en los medios de transportación patrocinados por la escuela.	
Posesión de Parafernalia para Drogas	Parafernalia para drogas significa todo equipo, productos y material de cualquier tipo que son utilizados, que tienen la intención de ser utilizados o diseñados para ser utilizados para plantar, propagar, cultivar, cosechar, fabricar, componer, convertir, producir, procesar, preparar, probar, analizar, empaçar, re empaçar, almacenar, retener, esconder, inyectar, ingerir, inhalar, o de alguna manera introducir al cuerpo humano una droga en infracción de este capítulo.	
	Posesión o Uso	2
	Vender o Compartir	3
Infracción de Alcohol	La infracción de las leyes o decretos que prohíben la elaboración, venta, compra, transportación, posesión o uso de bebidas alcohólicas embriagantes o sustancias representadas como alcohol. Esto incluye estar embriagado en la escuela, en eventos patrocinados por la escuela, y en los medios de transporte patrocinados por la escuela.	
Inhalantes	Incluye medicamentos, anestésicos u otros compuestos en forma de vapor o aerosol, tomados por inhalación. Esto NO incluye los cigarrillos electrónicos o los palillos de hookah, o artículos tales como marcadores, pegamento, etc.	
Droga Desconocida	Se puede identificar una infracción diferente si se identifica una droga después de una investigación.	
Substancia Representada como una Droga Ilegal	Una sustancia que no es una droga ilegal pero que es representada, y puede ser percibida como si fuera una droga ilegal.	
	Posesión o Uso	4*
	Vender o Compartir	5
Uso Inadecuado de Medicamentos Recetados	Medicinas obtenidas con una receta legal de un profesional de cuidado de salud. Uso inadecuado incluye cualquier uso que no sea el descrito en la receta.	Informe obligatorio a los agentes del orden público
Drogas Ilegales	Drogas ilegales incluyen drogas peligrosas, narcóticos, marihuana (o derivados), y peyote como se definen en el artículo A.R.S. § 13-3401, y que son representadas de cualquier forma, incluyendo semillas, plantas, productos cultivados, polvo, líquido, pastillas, tabletas, etc (incluyendo cualquier dispositivo o sustancia que transmite una droga ilícita tales como cigarrillos electrónicos, vapores o vape pens, plumas de cera y comestibles).	
	Posesión o Uso	4*
	Vender o Compartir	5

INFRACCIÓN A LA POLÍTICA DE ASISTENCIA (NO SE PERMITE LA SUSPENSIÓN FUERA DE LA ESCUELA)		
Infracción		Nivel de Acción
Otras Infracciones de Asistencia	Ejemplos: Salir de la escuela, sin firmar su salida en la oficina principal; salir de la escuela en la hora del almuerzo, sin un pase; obtener un pase para ir a un lugar y no reportarse ahí; enfermarse e irse a casa o quedarse en el baño, en lugar de ir a la enfermería; o llegar a la escuela, pero no asistir a clases.	1
Tardanza	Llegar a la escuela o a clase después de la hora programada para comenzar.	1
Ausencia sin Excusa	Faltar a la escuela durante un día entero sin una excusa aceptable.	1
Salir del Plantel Escolar sin Permiso	Salir del plantel escolar o estar en un área “fuera de los límites” durante el horario regular escolar sin permiso del director o de una persona designada por el director.	1
Ausentismo	Tener una ausencia sin excusa por lo menos por un período de clases durante el día (aplica a estudiantes de 6-16 años de edad).	1

OTRAS INFRACCIONES DE LAS POLÍTICAS ESCOLARES		
Infracción		Nivel de Acción
Infracción del Código de Vestimenta	Usar ropa que infringe las pautas del código de vestimenta fijado por las políticas escolares o del distrito.	1
Infracción del Estacionamiento	Demostrar comportamiento inadecuado involucrando un vehículo de motor, pero sin limitarse a, conducir de manera imprudente en el estacionamiento, estacionarse en áreas no autorizadas, estacionarse en espacios/áreas de zonas para emergencias o para personas discapacitadas. Estacionarse en dos o más espacios con un vehículo, sonido de audio o radio excesivo, obstruir la entrada o acceso de automóviles, y/o tirar basura.	1
Manifestación Pública de Afecto	Besarse u otras manifestaciones inadecuadas de afecto.	1
Otras Infracciones de la Políticas y Reglamentos Escolares	Cometer alguna otra infracción de las políticas o reglamentos escolares o del distrito.	1
Lenguaje Inadecuado (verbal o por señas)	Comunicar mensajes verbales o por señas que incluyen maldiciones, insultos, o el uso de palabras o señas de manera inadecuada. <i>Conforme a los requisitos establecidos en la Pauta #4, de arriba, un Director/Director Asistente puede, pero no es requerido, elevar el Nivel de Acción por la ofensa de un estudiante blasfemando a un miembro del personal cuando las circunstancias demuestran falta de respeto hacia la autoridad (en vez de solamente el uso de blasfemias o groserías).</i>	2
Desafío o Falta de Respeto a la Autoridad y Desacato	Participar en comportamiento repetitivo incluyendo, pero no limitado a, rehusar las siguientes direcciones, contestear, o participar en interacciones socialmente ofensivas. <i>Conforme a los requisitos establecidos en la Pauta #4, de arriba, un Director/Director Asistente puede, pero no es requerido, elevar a un estudiante participando en desafío/ falta de respeto a un miembro del personal como una consecuencia de Nivel 3, donde las circunstancias demuestran una falta de respeto a la autoridad (en lugar de sólo el uso de una blasfemia o blasfemias).</i>	2
Contrabando	Posesión de artículos indicados en las políticas escolares como prohibidos debido a que pueden interrumpir el entorno de aprendizaje.	2
Combustible	Posesión de una sustancia u objeto que es fácilmente capaz de causar lesiones corporales o daños a la propiedad (p.ej. cerillos, encendedores).	2
Interrupción	Participar en comportamiento causando una interrupción considerable en una clase o actividad incluyendo, pero sin limitarse a, hablar en voz alta, vociferar o gritar; hacer ruido con materiales; lanzar objetos; o comportamiento fuera del lugar para sentarse.	2
Juegos de Azar	Jugar juegos de azar por dinero o apostar una cantidad de dinero (o algún objeto de valor).	2
Afiliación con un Grupo Negativo / Organización Ilegal	Participar como miembro o posible miembro de una organización antisocial, sociedad secreta, pandilla delincuente callejera, o algún otro grupo de personas que no están sancionadas por la Mesa Directiva y las cuales están determinadas como perjudiciales para la enseñanza y aprendizaje. Esto incluye vestir prendas simbólicas, hacer gestos, escribir y marcar propiedad, o alterar la apariencia personal para simbolizar membresía en una organización con historial de, o determinada ser, perjudicial a la enseñanza y aprendizaje.	3

DESHONESTIDAD		
Infracción		Nivel de Acción
Trampa	Compartir con otros, o tomar de otros, propiedad intelectual con el propósito de engañar o defraudar, o tomar o robar propiedad intelectual de otra persona con o sin su conocimiento y presentarlo como suyo.	2
Falsificación	Elaborar o alterar falsamente y fraudulentamente un documento, incluyendo pases para estar en los pasillos y firmas de los padres/tutores.	2
Mentir	Afirmar una declaración falsa con la intención de engañar o crear una impresión falsa o engañosa.	2
Plagio	Robar y hacer creer que las ideas o palabras de otra persona como propias, incluyendo material obtenido en línea.	2
TECNOLOGÍA, USO INADECUADO DE		
Infracción		Nivel de Acción
Dispositivos de Telecomunicación u Otra Tecnología	Los estudiantes pueden tener y usar sus teléfonos celulares y otros dispositivos de señal electrónicos sujetos a las limitaciones de ésta y de otras políticas del Distrito dentro de las siguientes condiciones y pautas: (1) tendrán que mantenerlos fuera de la vista en el casillero, bolsillo, o mochila del estudiante; (2) no se podrán encender o ser usados durante el tiempo de instrucción, excepto como lo autorice el maestro; (3) el director deberá establecer pautas adicionales adecuadas a las necesidades del plantel; (4) los estudiantes infringiendo la política pueden tener su dispositivo electrónico confiscado y pueden estar sujetos a una acción disciplinaria. Cualquier búsqueda de los contenidos del dispositivo electrónico deberá ser realizado por el Director/Director Asistente de conformidad con el Código de Conducta para los Estudiantes (ver la Política JICJ). <i>NOTA: Puede ser elevada a una infracción de Nivel 3 si esto incluye una intención de causar daño a otra persona.</i> Ejemplos: Uso de dispositivos de telecomunicaciones (teléfonos celulares, localizadores, etc.) u otra tecnología (sistemas de juegos, iPod, iPad, Tabletas electrónicas, etc.) que no son para un propósito educativo, incluyendo el publicar videos de pleitos en los medios sociales o publicar imágenes de miembros de la comunidad escolar de una manera intencionada para causar daño a otra persona.	2
Infracción en Computadoras o en la Red	Ejemplos (Computadora): Utilizar las computadoras escolares para un propósito no educativo, infracción de derechos de autor o marca registrada, intencionalmente subir o bajar programas o software destructivo o malicioso, cargar programas personales o discos en las computadoras escolares sin permiso del Director/Director Asistente o de un Administrador del Distrito, vandalismo de computadoras o equipo de computación. Ejemplos (Red): Uso de la red de computadoras para un propósito no educativo, intencionalmente subir o bajar programas o software destructivo o malicioso, compartir contraseñas, intentar leer, borrar, copiar o modificar el correo electrónico de otros usuarios, ingresar zonas de seguridad que no sean para propósito educativo, transmitir material de información o software infringiendo cualquiera de las políticas o reglamentos del distrito, leyes o reglamentos locales, estatales o federales, o manipulación con o mal uso del sistema de redes informáticas o tomar alguna otra acción contradictoria con este reglamento será visto como una infracción de la red informática. <i>NOTA: no puede ser elevada a Nivel 4.</i>	3
ALLANAMIENTO; VANDALISMO O DAÑO CRIMINAL		
Infracción		
Daño Criminal	Destrucción o desfiguración intencional de la propiedad escolar, propiedad comercial ubicada en la propiedad escolar, o propiedad personal de otra persona, a fin de impedir su función o valor por una cantidad de cinco mil dólares o más. Los Directores/Directores Auxiliares pueden considerar actos de vandalismo a Nivel 4 si los daños exceden \$5,000 en valor. Ejemplo: Destrucción considerable de máquinas copiatoras, vehículos, equipos de ciencias o computación.	
Infracción		Nivel de Acción
Allanamiento	Entrar o permanecer en un plantel escolar público o instalación escolar de la mesa directiva sin autorización o invitación y sin algún propósito legal para allanar. Esto incluye estudiantes bajo suspensión o expulsión y personas sin autorización que entran o permanecen en un plantel o instalación escolar de la mesa directiva después de haber sido desalojado de la instalación, plantel o función por el Director/Director Auxiliar o la persona designada.	2
Grafiti o Etiquetar	Escribir en las paredes; dibujos o palabras pintadas o roseadas en las paredes o en otras superficies que pueden ser fácilmente removidas con jabón y limpiadores.	2
Vandalismo de Propiedad Personal y/o Escolar	Destrucción o deformación de propiedad personal o escolar. Ejemplos de Vandalismo: Esculpir iniciales o palabras encima del escritorio, rociar pintura o pintar en las paredes, dañar vehículos, romper ventanas. *Directores/Directores Asistentes deberán considerar restitución como un acto de restauración, y pueden utilizar la disciplina de exclusión en la primera infracción en casos que presenten una amenaza a la seguridad de la escuela (hasta e incluyendo una suspensión de tres días) Ejemplo: inhabilitar la alarma de incendios.	3

OFENSAS SEXUALES		
Infracción		Nivel de Acción
Acoso, Sexual	Realizar insinuaciones sexuales molestas, solicitar favores sexuales, y otras conductas verbales, gráficas, escritas o físicas de naturaleza sexual cuando dicha conducta tiene el propósito o efecto de crear un entorno educativo intimidante, hostil, u ofensivo. Acoso sexual puede incluir maneras no verbales (p.ej. "sextear," comunicación por tweeter, o de otra manera enviar mensajes por medio de sitios de redes y/o dispositivos de telecomunicación).	3
Pornografía	Poseer o proporcionar imágenes explícitas sexuales y obscenas de personas, en palabras o imágenes. Ejemplos: Ver y/o compartir imágenes desnudas o con connotaciones sexuales (no de arte, no educativas) de personas en libros, revistas, dispositivos electrónicos, o en el internet; utilizar un dispositivo electrónico para enviar o recibir imágenes desnudas, imágenes parcialmente desnudas, o imágenes que son de naturaleza sexual ("p.ej. sextear"), o dibujar imágenes desnudas, imágenes parcialmente desnudas o imágenes que son de naturaleza sexual que no tienen valor compensatorio educativo.	3
Acoso, Sexual con contacto	Participar en acoso sexual que incluye contacto físico.	4
Exhibicionismo Indecente o Indecencia Sexual Pública	Participar en actos sexuales o indecencia sexual pública. Ejemplos: Orinar en público, correr desnudo(a), masturbación, "espiar" (incluyendo tomar fotografías o videos), exponer las partes privadas de otro estudiante, o participar en relaciones sexuales, o sexo oral.	4
Agresión Sexual o Violación	Participar intencionalmente o con conocimiento en relaciones sexuales o tener contacto con sexo oral con cualquier persona sin el consentimiento de dicha persona.	5 Informe obligatorio a los agentes del orden público

INCENDIO PROVOCADO		
Definiciones		
Estructura	Un edificio o lugar con lados y un piso utilizados para alojamiento, negocio, educación, transportación, recreación, o almacén.	
Estructura Habitada	Cualquier estructura en la que una o más personas es, o posiblemente estarán presentes, o se encuentran tan cerca que, el peligro es equivalente al inicio del incendio o explosión. Esto incluye cualquier vivienda, habitada o no.	
Propiedad	Cualquier cosa que no sea una estructura que tiene dueño y tiene valor de algún tipo (p. ej. Mochila, libro escolar, ropa, etc.).	
Daño	Como se usa aquí, quiere decir deterioro tangible o visible a alguna superficie.	
Incendio Imprudente	Causar incendio o explosión imprudentemente que resulta en daños a una estructura, o propiedad.	

Infracción		Nivel de Acción
Incendio Provocado a una Estructura o Propiedad	Intencionalmente e ilegalmente dañar una estructura o propiedad al causar un incendio o explosión intencionalmente. <ul style="list-style-type: none"> Quemar artículos de su propiedad no es incendio provocado, excepto cuando quemar artículos de su propiedad con conocimiento que incendiará la propiedad o estructura de otra persona (pero puede, cuando sea adecuado, ser considerado incendio imprudente). 	4
Incendio Provocado de una Estructura Habitada	Dañar intencionalmente e ilegalmente una estructura habitada al causar un incendio o expulsión. <i>NOTA: Los Directores/Directores Asistentes podrán considerar al Nivel 3 los actos de incendio provocado que solamente son imprudentes (en lugar de con conocimiento e intencionalmente), o cuando el daño a la propiedad es menor a \$100. Por favor, vea la definición anterior de Incendio Imprudente.</i>	5 Informe Obligatorio a los Agentes del Orden Público y del Departamento de Bomberos

ACOSO Y AMENAZAS, INTIMIDACIÓN		
Infracción		Nivel de Acción
Amenaza o Intimidación	Indicar, por medio de palabras o conducta, la intención de causar lesiones físicas o daños graves a una persona o a su propiedad, o causar intencionalmente a una persona un temor razonable de lesiones físicas inminentes. Esto puede incluir amenazas o intimidación que sucede en línea o por medio de un dispositivo de telecomunicaciones.	3
Hostigamiento	Intimidar a estudiantes con castigos reales o amenazados de abuso físico repetido, verbal, por escrito, transmitido electrónicamente, o emocional, o por medio de ataques a la propiedad de otros, o cuando tal(es) acto(s) interfiera con la autoridad del sistema escolar para mantener el orden. Puede incluir, pero sin limitarse a medidas tales como burlas verbales, insultos y menosprecios incluyendo menosprecios verbales étnicamente raciales basados en sexo o género, y extorsión de dinero o de posesiones. El hostigamiento puede ser de manera física (p.ej. empujar, golpear, patear, escupir, robar); verbal (p.ej. amenazar, burlarse, provocar, insultar); no-verbales/hostigamiento cibernético (p.ej. mensajes de texto, correo electrónico, redes sociales tales como, pero sin limitarse a "Twitter"); o psicológico (p.ej. exclusión social, divulgación de rumores, manipulación de relaciones sociales). Someter a sabiendas un reporte falso de intimidación sujetará al estudiante a la disciplina.	3
Acoso, no sexual	<ol style="list-style-type: none"> 1. Comunicación o causar comunicación anónimamente o de otra manera con otra persona de manera verbal, electrónica, mecánica, telegráfica, telefónica o por escrito de manera que acosa. 2. Repetidamente cometer actos o acciones que acosan a otras personas. 3. Vigilar o causar que otra persona vigile a una persona sin un propósito legítimo. 4. Presentar un informe falso en más de una ocasión a agentes del orden público, agencias de crédito o servicio social. 5. Acecho – seguir a otra persona en un lugar público sin motivo legítimo después de habersele pedido que desistiera. <p><i>NOTA: El Hostigamiento y el Acoso Sexual son tipos de Acoso. Indique el tipo de Acoso, no sexual si la infracción no es específicamente Hostigamiento o Acoso Sexual, o si no se conoce el tipo de acoso específico.</i></p>	3
Novatadas	<p>Cometer una acción en contra de otro estudiante, en el que ambas de las siguientes aplican:</p> <ol style="list-style-type: none"> 1. La acción fue cometida en conexión con una iniciación a, una afiliación con o para mantener una membresía en alguna organización (equipo atlético, asociación, club u otro grupo similar que está afiliado con la escuela y que su membresía consiste principalmente de estudiantes inscritos en la escuela afiliada con una institución educativa) afiliada con una institución educativa. 2. La acción contribuye a un riesgo considerable de una posible lesión física, daño o degradación mental o causa lesión física, daño mental o degradación personal. <p><i>* Los Directores/Directores Auxiliares pueden tratar los incidentes de novatadas al Nivel 4 consultando al Departamento de Relaciones Estudiantiles.</i></p>	3

AMENAZA O INTERFERENCIA ESCOLAR		
Definiciones	Una amenaza escolar ocurre cuando un estudiante utiliza palabras o acciones que colocan a estudiantes, personal, o a visitantes de la propiedad escolar en amenaza de daño, o que interfiere con o altera a una institución educativa.	
Infracción		Nivel de Acción
Uso Indevido de la Alarma de Incendios	Hacer sonar la alarma de incendios intencionalmente cuando no hay incendio, o el mal uso de los extinguidores de incendios.	4
Otra Amenaza Escolar (Verbal)	Amenazar a la Escuela verbalmente.	4
Amenaza de Bomba	Amenazar para causar daño usando o amenazando el uso de una bomba, o un dispositivo para causar incendios.	5
Amenaza Química o Biológica	Amenazar para causar daño utilizando agentes químicos o biológicos peligrosos.	Expulsión obligatoria por ley
Otras Amenazas Escolares	Hacer una amenaza escolar que considerablemente pueda llevar a la evacuación o cierre o una propiedad escolar, o el aplazamiento o cancelación o suspender alguna clase u otra actividad escolar (cuando una evacuación, clausura, aplazamiento, cancelación o suspensión actual no es necesaria).	

HURTO		
Infracción		Nivel de Acción
Hurto Menor	Robar efectivo, o propiedad, con valor menor a \$100.	2
Robo – Propiedad Escolar o Propiedad No Escolar	Intencionalmente: 1. Controla propiedad de otro con la intención de despojar a la otra persona de dicha propiedad; o 2. Convierte durante un tiempo no autorizado o usa los servicios o propiedad de otra persona confiados al estudiante o depositados en posesión del estudiante durante un tiempo autorizado, limitado; o 3. Obtiene servicios o propiedad de otro por medio de cualquier tergiversación material con la intención de despojar a la otra persona de dicha propiedad o servicios; o 4. Llega a controlar propiedad, perdida, extraviada o entregada por error de otra persona bajo circunstancias que proporcionan maneras de investigar quién es su dueño y se apropia dicha propiedad para su uso o para el uso de otra persona sin esfuerzos razonables de notificar al dueño; o 5. Controla propiedad de otra persona con conocimiento o teniendo razón de saber que dicha propiedad es robada; o 6. Obtiene servicios que el acusado sabe que están disponibles solamente a cambio de una compensación sin pagar o sin un acuerdo para pagar la compensación, o desvía los servicios de otra persona para su propio beneficio o para el beneficio de otro sin autorización de hacerlo.	3
Robo o Allanamiento de Morada	Entrar o permanecer ilegalmente en la propiedad de otro, un salón de clases, estructura o patio residencial o una estructura no residencial o en una propiedad comercial cercada con la intención de cometer algún robo o delito en ella.	4
Extorción	Obtener o buscar obtener intencionalmente propiedad o servicios por medio de amenazas en un futuro y hacer alguno de los siguientes actos: 1. Causar lesiones físicas a alguna persona con un arma mortal o un instrumento peligroso. 2. Causar lesiones físicas a alguna persona. 3. Causar daños a la propiedad. 4. Participar en otra conducta que constituye una infracción. 5. Acusar a alguien de un delito o presentar cargos criminales en contra de alguien. 6. Exponer un secreto o un hecho afirmado, sea cierto o falso, con tendencia a someter a alguien al odio, desprecio o ridículo o perjudicar el crédito o negocio de la persona. 7. Tomar o retener acción o causar que un servidor público tome o niegue una acción. 8. Causar que alguna persona se separe alguna propiedad.	4
Robo/Asalto	Tomar cualquier propiedad de alguna persona o de su presencia inmediata y en contra de su voluntad; amenaza o usa la fuerza contra alguna persona con la intención ya sea de obligar a entregar propiedad o para prevenir resistencia a tal persona a la que le está quitando o reteniendo la propiedad.	4
Robo a Mano Armada / Asalto a Mano Armada	Cometer un robo (ver la definición anterior) cuando dicha persona o cómplice: (1) Está armada con un arma mortal o con un arma mortal simulada; o (2) Usa o amenaza con usar un arma mortal o un instrumento peligroso o un arma mortal simulada.	5 Informe Obligatorio a los Agentes del Orden
Robo (Primer Grado)	Entrar o permanecer ilegalmente en una estructura residencial o patio o una estructura no residencial o en una estructura comercial cercada con la intención de cometer algún robo o algún delito en ella e intencionalmente poseer explosivos, armas mortales o instrumentos peligrosos en el transcurso de cometer cualquier robo o delito.	5 Informe Obligatorio a los Agentes del Orden

ARMAS Y ARTÍCULOS PELIGROSOS (POSESIÓN DE) VER LA POLITICA JICI PARA MAS DETALLES SOBRE ARMAS EN LA ESCUELA		
Infracción		Nivel de Acción
Artículos Peligrosos	<p>Posesión de un cuchillo con una hoja menor a 2.5 pulgadas de largo, una pistola de aire comprimido, una pistola de balines, señaladores de láser, abridor de cartas, aerosol de pimienta, pistola de balines de pintura, pistola de perdigones, navaja/abridor de cartas, cuchillo simulado, gas lacrimógeno, cohetes, bombas de humo o fétidas, gas, líquido inflamable, u otros artículos peligrosos (cualquier cosa que bajo las circunstancias en las que son utilizadas, se intentan utilizar o se amenaza que serán utilizadas y que son fácilmente capaces de causar la muerte o lesiones físicas graves).</p> <p>Informe obligatorio a los agentes del orden público si bajo las circunstancias en las que son utilizadas, se intentan utilizar, o se amenaza con ser utilizadas es fácilmente capaz de causar la muerte o lesiones físicas serias.</p>	3
Arma de Fuego Simulada	<p>Posesión de un arma de fuego simulada hecha de plástico, madera, metal o cualquier otro material el cual es una réplica, facsímil, o versión juguete de un arma de fuego.</p> <p>Si el arma de fuego simulada se usa para amenazar o intimidar, la infracción será considerada a Nivel 4.</p>	3
Otras Armas	<p>Posesión de cachiporra, nudillos de bronce, navaja con una hoja de por lo menos 2.5 pulgadas de largo, nunchaku, pistola paralizante.</p> <p>Informe obligatorio a los agentes del orden público si bajo las circunstancias en las que son utilizadas, se intentan utilizar, o se amenaza con ser utilizadas es fácilmente capaz de causar la muerte o lesiones físicas graves.</p>	4
Armas de Fuego	<p>Ningún estudiante deberá intencionalmente portar o estar en posesión, dentro de su control inmediato, o en o dentro de un medio de transporte un arma de fuego sin la autorización de un Director/Director Asistente escolar.</p> <p>“Arma de Fuego” significa cualquier arma de mano, pistola, revólver, rifle, escopeta, u otra arma cargada o descargada, que expulse o que fácilmente puede ser convertida para expulsar un proyectil por medio de la acción de un explosivo. Arma de fuego no significa un arma de fuego en condición inoperable permanente.</p> <p>“Otras Armas de Fuego” Armas de fuego que no sean arma de mano, rifles o escopetas incluyendo:—cualquier arma (incluyendo una pistola de salva) la cual es o está diseñada para o puede convertirse fácilmente para expulsar un proyectil por la acción de cualquier explosivo; el armazón o receptor de cualquier arma descrita anteriormente; Cualquier silenciador de arma de fuego; Cualquier dispositivo destructivo, que incluye: Cualquier explosivo, incendiario, gas venenoso: Bomba; Granada; Cohete con una carga propulsora de más de cuatro onzas; Misil con una carga explosiva o incendiaria de más de un cuarto de onza, Mina o dispositivo similar. Cualquier arma que es, o que fácilmente puede ser convertida para, expulsar un proyectil por la acción de un explosivo u otro propulsor, y el cual tiene algún cañón con calibre de más de media pulgada de diámetro. Cualquier combinación o partes ya sea diseñadas o con uso previsto para conversión de cualquier dispositivo destructivo descrito en los dos ejemplos anteriores inmediatos, y de los cuales se puede armar fácilmente un dispositivo destructor.</p> <p><i>NOTA: Esta definición no aplica a artículos tales como pistolas de juguete, pistolas de agua coloridas, pistola detonadoras, pistolas de postas, o pistolas de perdigones.</i></p>	<p>5</p> <p>Expulsión obligada por ley</p> <p>Informe obligatorio a los agentes del orden público</p>

POLÍTICAS DE LA MESA DIRECTIVA

Las Políticas de la Mesa Directiva de TUSD están disponibles bajo petición en todos los planteles escolares, centros familiares, oficinas centrales (1010 E. Tenth Street, 85719), y en línea en <http://govboard.tusd1.org/Policies-and-Regulations>

TÍTULO DE LA POLÍTICA	CÓDIGO	TÍTULO DE LA POLÍTICA	POLICY CODE
AUSENCIAS Y EXCUSAS ESTUDIANTILES	JH	INFORME DE ABUSO A NIÑOS/ PROTECCIÓN A NIÑOS	JLF
ASISTENCIA ESTUDIANTIL	JE	DERECHOS Y RESPONSABILIDADES	JI
MANEJO DE CONDUCTA Y DISCIPLINA ESTUDIANTIL	JKA	ENTREVISTAS, BÚSQUEDA Y ARRESTO A LOS ESTUDIANTES	JIH
AUTOBUSES/TRANSPORTACIÓN	EEA & EEAE	VIOLENCIA ESCOLAR, HOSTIGAMIENTO, ACOSO, INTIMIDACIÓN	JICK
CUIDADO DE LA PROPIEDAD ESCOLAR POR LOS ESTUDIANTES	JICB	ACOSO SEXUAL	ACA
TELÉFONOS CELULARES Y OTROS DISPOSITIVOS ELECTRÓNICOS	JICJ	DISCIPLINA ESTUDIANTIL	JK
ABUSO DE DROGAS Y ALCOHOL POR LOS ESTUDIANTES	JICH	VESTIMENTA ESTUDIANTIL	JICA
OPORUNIDAD EDUCATIVA EQUITATIVA Y SIN ACOSO	JB	ACTIVIDADES DE LOS ESTUDAIANTES PARA LA RECAUDACIÓN DE FONDOS	JJE
ELEGIBILIDAD PARA ACTIVIDADES EXTRACURRICULARES	JJJ	RECURSOS DE TECNOLOGÍA	IJNDB
NOVATADAS	JICFA	USO DE TABACO POR LOS ESTUDIANTES	JICG
NO DISCRIMINACIÓN Y ANTIDISCRIMINACIÓN MIGRATORIA	AC & ACB	AUSENTISMO	JHB
CONDUCTA PÚBLICA EN EL RECINTO ESCOLAR	KFA	ARMAS EN LA ESCUELA	JICI

REGLAS DEL AUTOBÚS

El transporte en autobús es un privilegio; los padres/tutores y estudiantes deben discutir y asegurarse de conocer las reglas. Como último recurso, las infracciones de estas reglas para el autobús pueden resultar en la pérdida de privilegios para ser transportados en el autobús durante un tiempo limitado, sin exceder 30 días.

Estas reglas aplican mientras que los estudiantes son transportados en un autobús o vehículo escolar para propósitos escolares.

Reglas

- Siempre obedezcan las instrucciones del conductor/ supervisor del autobús
- Permanezcan sentados; mantengan sus manos, pies y cabeza dentro del autobús
- Utilicen sus voces de adentro del salón de clases (sin blasfemias/ruidos fuertes/intimidación)
- Use classroom voice (no profanity/loud noises/intimidation)
- Todas la pertenencias personales deben estar bajo control todo el tiempo
- No se permite comer o tomar dentro del autobús

Precauciones de Seguridad

- Conozca en número de ruta correcta del autobús desde y hasta la parada del autobús
- SIEMPRE abordar/salir en la parada correcta conocida por sus padres/tutores
- Discutan lo que hay que hacer en caso de que el autobús esté tarde por la mañana o si no hay nadie en casa por la tarde

REGLAMENTOS RELACIONADOS AL DEBIDO PROCESO (SUSPENSIÓN/EXPULSIÓN)

Las Políticas de la Mesa Directiva de TUSD están disponibles bajo petición en todos los planteles escolares, centros familiares, oficinas centrales (1010 E. Tenth Street, 85719), y en línea en <http://govboard.tusd1.org/Policies-and-Regulations>.

TÍTULO DE LA POLÍTICA	CÓDIGO	DESCRIPCIÓN
SUSPENSIÓN A CORTO PLAZO	JK-R1	Este reglamento explica el proceso para la suspensión a corto plazo (1 – 10 Días).
SUSPENSIÓN A LARGO PLAZO	JK-R2	Este reglamento explica el proceso para la suspensión a largo plazo (11 – 180 Días).
EXPULSIÓN	JK-R3	Este reglamento explica el proceso para la expulsión.
REGLAMENTO PARA CONTRATO DE APLAZAMIENTO A LA SUSPENSIÓN	JK-R4	Los Directores/Directores Auxiliares pueden ofrecer “aplazar” una suspensión (no hacer cumplir la suspensión instantáneamente) si es que (1) el Director/Director Auxiliar cree que es lo mejor para el estudiante y la comunidad escolar, (2) el estudiante y los padres/tutores acuerdan ciertas condiciones, y (3) el estudiante y los padres/tutores firman un contrato de aplazamiento acordando a ciertas condiciones. Este reglamento explica el proceso y los requisitos del contrato de aplazamiento.

DEBIDO PROCESO PARA LOS ESTUDIANTES CON UN PLAN EDUCATIVO IEP O 504

La información acerca de los Planes IDEA, IEP, y 504 se encuentra en www.tusd1.org/Departments/Exceptional-Education.

Los estudiantes con discapacidades dentro de la Sección 504 o IDEA (y los estudiantes que se sospecha que padecen de una discapacidad) pueden ser disciplinados de la misma manera que cualquier otro estudiante y pueden ser suspendidos hasta durante 10 días escolares cumulativos por ciclo escolar. Si se contempla una suspensión más allá de los 10 días escolares cumulativos, se deben seguir procedimientos especiales. **Se debe celebrar una conferencia para la determinación de manifestación a más tardar para el décimo día de la suspensión, pero debe realizarse lo más pronto posible basado en la disponibilidad de los padres/tutores/personal.**

Si la determinación de manifestación concluye que la conducta del estudiante es una manifestación de la discapacidad del estudiante, entonces, no se podrá tomar más acción disciplinaria. El equipo 504 o IEP

debe reunirse para desarrollar un plan de conducta adecuada para el estudiante. Si la conferencia para la determinación de manifestación concluye que la conducta del estudiante no es una manifestación de la discapacidad del estudiante, un oficial de audiencia puede imponer cualquier política de suspensión a largo plazo o expulsión permitida. El Distrito no tiene obligación de continuar proporcionando servicios a un estudiante 504 de conformidad con el plan de adaptación 504 durante el período de suspensión a largo plazo o expulsión. Sin embargo, el Distrito debe continuar proporcionando servicios educativos para los estudiantes elegibles dentro de IDEA. **Un estudiante con discapacidad dentro de IDEA puede ser remitido a un Entorno Educativo Alternativo Provisional en circunstancias que involucran el uso o posesión de drogas, armas, o lesiones corporales graves.**

ESTATUTOS DE ARIZONA MODIFICADOS

Para tener acceso a los Estatutos Modificados de Arizona, por favor, visite <https://www.azleg.gov/arstitle/>.

Los estatutos y referencias enumeradas son un reflejo de los más frecuentados con respecto a la conducta de los estudiantes y los procedimientos disciplinarios escolares y de ninguna manera incluyen todas las leyes estatales y federales o procedimientos del Distrito.

STATUTE SUBJECT	STATUTE REFERENCE
AUSENCIA ESCOLAR; NOTIFICACIÓN A LOS PADRES O TUTORES	A.R.S. § 15-807
HOSTIGAMIENTO, ACOSO, INTIMIDACIÓN	A.R.S. § 15-341(36)(a-j)
INTERRUPCIÓN EN EL SALÓN DE CLASES	A.R.S. § 15-841
INTERFERENCIA O INTERRUPCIÓN EN UNA INSTITUCIÓN EDUCATIVA	A.R.S. § 13-2911
MERODEAR (DENTRO O CERCA DE UNA ESCUELA)	A.R.S. § 13-2905(A)(4)
DÍA ESCOLAR	A.R.S. § 15-901
DISCIPLINA; SUSPENSIÓN; EXPULSIÓN	A.R.S. § 15-843 and 15-841 through 15-844
ABUSO A UN MAESTRO O EMPLEADO ESCOLAR EN UNA ESCUELA	A.R.S. § 15-507

Derechos y Responsabilidades

Derechos de los Estudiantes

- ▶ Aprender en un entorno seguro, limpio, ordenado y positivo que es neutral, imparcial, y libre de perjuicio, discriminación, amenazas y abuso verbal o físico.
- ▶ Recibir adaptaciones adecuadas para cumplir con las necesidades individuales (como lo comprueba la documentación).
- ▶ Ser tratado con respeto y de manera justa y equitativa por los maestros y administradores.
- ▶ Debido proceso de la ley.
- ▶ Tener reglas escolares que sean impuestas de una manera constante, justa y razonable.
- ▶ Estar libre de represalia, de miedo a la represalia, y de discriminación por sexo y acoso sexual en la escuela, incluyendo abuso en el noviazgo.
- ▶ Tener maestros y administradores quienes darán seguimiento a las políticas del Distrito relacionadas a acusaciones conocidas de discriminación, acoso, novatadas, hostigamiento, e incidentes que requieran reportarlos obligatoriamente. Tales acusaciones/incidentes conocidos deberán ser reportados a la administración del plantel inmediatamente.
- ▶ Recibir una copia de este código.
- ▶ Tener acceso a las asignaciones/tarea de la escuela mientras cumplan con una suspensión disciplinaria y tener opciones de oportunidades de instrucción alternativa para cualquier suspensión a largo plazo.

Responsabilidades de los Estudiantes

- ▶ Asistir a la escuela diariamente de acuerdo al calendario adoptado por el distrito escolar, llegar puntualmente, traer materiales adecuados, y estar preparados para participar en las clases y completar las asignaciones.
- ▶ Hacer contribuciones positivas a un entorno que permita a sus compañeros estar libres de discriminación, acoso, novatadas y hostigamiento.
- ▶ Reponer el trabajo que ha resultado por ausencia.
- ▶ Respetar los derechos, sensibilidad, y propiedad de los compañeros, padres/tutores, personal escolar, visitantes, invitados, y vecinos de la escuela.
- ▶ Comportarse de manera adecuada y respetuosa mientras estén en los terrenos escolares, autobuses escolares, en las paradas de los autobuses, en cualquier actividad relacionada a la escuela, y en el salón de clases, para no interferir con los derechos de otro estudiante, para aprender y contribuir a un entorno seguro y ordenado que es conducente al aprendizaje.
- ▶ Demostrar un comportamiento que no comprometa la seguridad de otros estudiantes y/o del personal.
- ▶ Seguir las pautas de disciplina adoptadas por la escuela y el Distrito.
- ▶ Proteger y cuidar la propiedad escolar.
- ▶ Leer y hacer preguntas para entender la información en el Código de Conducta.

Derechos de los Padres y Tutores

- ▶ Solicitar y que se concedan conferencias con los maestros, asesores y/o el director(a).
- ▶ Recibir explicaciones de los maestros sobre las calificaciones de su estudiante y los procedimientos disciplinarios.
- ▶ Tener acceso y repasar los expedientes escolares con respecto a su estudiante.
- ▶ Recibir una copia de este código.
- ▶ Recibir una notificación oral y una notificación escrita inmediatamente cada vez que un estudiante reciba una suspensión dentro de la escuela, o sea enviado a casa por cualquier razón de seguridad/disciplinaria (incluyendo suspensiones).
- ▶ Solicitar un intérprete o traductor en cualquier paso del proceso disciplinario.
- ▶ Solicitar una revisión de todas las acciones disciplinarias relacionadas a su estudiante.
- ▶ Dirigir la educación, crianza y capacitación moral/religiosa de su estudiante.
- ▶ Recibir notificación oportuna si un empleado de este estado, cualquier subdivisión política de este estado, cualquier otra entidad gubernamental o cualquier otra institución sospecha que una infracción criminal ha sido cometida contra un niño(a) menor por alguien que no sea uno de los padres/tutores, al menos que el incidente haya sido reportado primero a los ejecutores de la ley y que la notificación a los padres/tutores pueda impedir la investigación a un agente del orden público o al Departamento de Seguridad a los Niños (DCS). Este párrafo no crea ninguna obligación nueva para que TUSD reporte la mala conducta entre estudiantes en la escuela, tales como pleitos o juegos agresivos, que la escuela aborda rutinariamente como asuntos disciplinarios.
- ▶ Ser tratados de una manera que sea respetuosa y sensible a sus tradiciones culturales.

Responsabilidades de los Padres y Tutores

- ▶ Comunicarse y colaborar con los maestros para apoyar el logro de los estudiantes.
- ▶ Intentar participar y estar activos en las escuelas de sus estudiantes.
- ▶ Estar en sociedad con el personal escolar compartiendo ideas adecuadas para mejorar el aprendizaje de los estudiantes y para ayudar a prevenir y/o resolver los problemas de disciplina de los estudiantes.
- ▶ Proporcionar supervisión de la salud del estudiante, bienestar físico y emocional, y ser responsable de la asistencia puntual y regular del estudiante.
- ▶ Proporcionar a la escuela explicaciones por la ausencia y tardanza del estudiante de manera oportuna.
- ▶ Asegurar que el estudiante cumpla con las políticas y reglamentos escolares y del Distrito.
- ▶ Leer y hacer preguntas para entender la información en este manual.
- ▶ Reforzar la importancia de que el estudiante se adhiera a los valores y comportamientos descritos en este manual.

Notificaciones Anuales

NOTIFICACIÓN ANUAL DE DERECHOS BAJO LA PROTECCIÓN DE LA ENMIENDA A LOS DERECHOS DEL ALUMNO (PPRA)

PPRA proporciona ciertos derechos a los padres acerca de nuestra realización de encuestas, recopilación y uso de información para propósitos de mercadotecnia, y ciertos exámenes físicos. Estos derechos son transferidos de los padres a los estudiantes mayores de 18 años, o a un menor de edad emancipado dentro de la ley estatal, estos incluyen el derecho a:

1. **Acceder antes que los estudiantes tengan que someterse a una encuesta que trata de una o más de las siguientes áreas protegidas ("encuesta de información protegida") si la encuesta recibe fondos en su totalidad o en parte de un programa del Departamento de Educación de los E.U. (ED) –**
 1. Afiliaciones políticas o creencias del estudiante o del padre del estudiante;
 2. Problemas mentales o psicológicos del estudiante o de la familia del estudiante;
 3. Comportamiento o actitudes sexuales;
 4. Comportamiento ilegal, antisocial, auto-incriminatorio, o denigrante;
 5. Evaluaciones críticas de otros individuos con los que los encuestados tienen relaciones familiares cercanas;
 6. Relaciones privilegiadas reconocidas legalmente, tales como las sostenidas con abogados, médicos o ministros;
 7. Prácticas religiosas, afiliaciones o creencias del estudiante o padres del estudiante; o
 8. Ingresos, aparte de los exigidos por la ley para determinar la elegibilidad para participar en un programa.
2. **Recibir notificación y una oportunidad para excluir a un estudiante de –**
 1. Cualquier otra encuesta de información protegida, sin tomar en cuenta el financiamiento;
 2. Cualquier examen físico agresivo que no sea de emergencia o revisión requerida como una condición de asistencia, administrado por la escuela o su agente, y no necesario para proteger la salud inmediata y seguridad de un estudiante, exceptuando los exámenes del oído, vista o escoliosis, o cualquier examen físico o revisión permitido o requerido por la ley estatal; y
 3. Actividades que involucren la recopilación, revelación, o uso de información personal obtenida de los estudiantes para la mercadotecnia o para venderla o de otra manera distribuirla a otros.
3. **Inspeccionar, sobre solicitud y antes de administrar o usar –**
 1. Las encuestas de información protegida de los estudiantes;
 2. Los instrumentos usados para recabar información personal de los estudiantes para cualquiera de los propósitos anteriores de mercadotecnia, ventas, u otros propósitos de distribución; y
 3. El material instructivo usado como parte del plan de estudios.

TUSD desarrollará y adoptará políticas, en consulta con los padres, respecto a estos derechos, y hará arreglos para proteger la privacidad de los estudiantes en la administración de las encuestas de información protegida y la recopilación, revelación, o uso de información personal para propósitos de mercadotecnia, ventas u otros propósitos de distribución.

TUSD notificará directamente a los padres estas políticas al principio de cada ciclo escolar y después de cualquier cambio importante. TUSD también notificará directamente a los padres, a través del correo de E.U. o vía correo electrónico sobre los estudiantes que han sido programados para participar en actividades específicas o encuestas anotadas a continuación y proporcionará una oportunidad para que los padres excluyan a sus hijos de participar en una actividad o encuesta específica.

TUSD notificará a los padres al principio del ciclo escolar, si el Distrito ha identificado las fechas específicas o aproximadas de las actividades o encuestas para entonces. En el caso de encuestas y actividades programadas después que haya comenzado el ciclo escolar, se proporcionará a los padres notificación razonable sobre las actividades planeadas y las encuestas anotadas a continuación y se les proporcionará la oportunidad de excluir a sus hijos de tales actividades y encuestas.

También se les proporcionará a los padres la oportunidad de repasar cualquier encuesta pertinente. La siguiente es una lista de actividades específicas y encuestas cubiertas bajo este requisito:

- ▶ Recopilación, revelación, o uso de información personal para mercadotecnia, ventas, u otra distribución.
- ▶ Administración de cualquier encuesta de información protegida no financiada en su totalidad o en parte por el Departamento de Educación.
- ▶ Cualquier examen físico agresivo que no sea de emergencia o revisión como se describe anteriormente.

Los padres que creen que sus derechos han sido infringidos pueden presentar una queja a:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

NOTIFICACIÓN ANUAL DE LOS DERECHOS DE PRIVACIDAD DE LOS PADRES Y ESTUDIANTES DE TUSD

La Ley de Derechos Educativos y de la Privacidad de la Familia (FERPA) confiere a los padres y "estudiantes elegibles" (estudiantes mayores de 18 años de edad, o quienes asisten a una institución de la educación postsecundaria) ciertos derechos con respecto a los expedientes educativos del estudiante.

Estos derechos son:

1. **El derecho de inspeccionar y revisar los expedientes educativos del estudiante dentro de un plazo de 45 días de la fecha en que TUSD recibió la petición.**

Los padres y/o el estudiante elegible pueden inspeccionar y revisar los expedientes educativos del estudiante y las políticas y los reglamentos de TUSD que gobiernan el uso de dichos expedientes, al hacer una cita con el director de la escuela del estudiante. Una copia de los estatutos y reglamentos estatales y federales concernientes a los expedientes estudiantiles está disponible para una inspección razonable en la oficina del Superintendente o su persona designada en 1010 E. 10th Street, Tucson, Arizona. Cuando se solicite, el personal adecuado de TUSD proporcionará una lista de los tipos de expedientes que se mantienen y una explicación de cualquier expediente.

La ley federal supone que ambos padres tienen un derecho equitativo de revisar los expedientes de su hijo. Si existe un orden de custodia que prohíbe proveer esta información a un padre/una madre, por favor proporcionele a TUSD una copia de la orden de custodia firmada por un juez.

2. **El derecho de solicitar una enmienda a los expedientes educativos que los padres y/o estudiante elegible estimen ser inexactos, equívocos o en otro respecto en violación de los derechos de privacidad del estudiante bajo FERPA.**

Dicha solicitud debe ser por escrito al director de la escuela del estudiante, debe identificar claramente la sección del registro que desea que se modifique, y debe especificar por qué se debe modificar. Si TUSD decide no enmendar el registro como fue solicitado por los padres y/o el estudiante elegible, TUSD notificará a los padres y/o estudiante elegible de la decisión, y los padres y/o el estudiante elegible pueden además solicitar una audiencia en relación a la solicitud para enmendar, como se estipula en los estatutos, reglas y reglamentos federales y estatales.

3. **El derecho de privacidad en cuanto a información susceptible a la identificación personal de los expedientes académicos del estudiante, salvo hasta el punto que FERPA autoriza la divulgación sin consentimiento.**

TUSD debe obtener el consentimiento por escrito del padre o estudiante elegible antes de divulgar información susceptible a la identificación personal de los expedientes de un estudiante, salvo bajo circunstancias en las cuales la ley federal y estatal autoriza la divulgación sin consentimiento, tal como la divulgación a funcionarios escolares con intereses educativos legítimos. Un funcionario escolar es una persona empleada por TUSD como administrador, supervisor, instructor o miembro del personal de apoyo (incluyendo el personal médico y agentes del orden público); un miembro de la Mesa Directiva; una persona o compañía con la cual TUSD ha subcontratado para servicios o funciones que de otra manera serían realizados por sus propios empleados (tales como un abogado, auditor, asesor médico o terapeuta); un padre o estudiante prestando servicio en un comité oficial, tal como un comité disciplinario o para revisar quejas; o un padre, estudiante u otro voluntario asistiendo a otro funcionario escolar a realizar sus tareas. Un funcionario escolar tiene un interés educativo legítimo si el funcionario necesita revisar un expediente educativo para cumplir con su responsabilidad profesional.

Cuando se soliciten, las escuelas divulgarán los expedientes educativos, sin consentimiento, a los funcionarios de otro distrito escolar en el cual el estudiante desea o pretende inscribirse, o ya está inscrito, si la divulgación es para los propósitos de la inscripción o la transferencia del estudiante.

4. **El derecho de presentar una queja con el Departamento de Educación de los Estados Unidos respecto al presunto incumplimiento de TUSD con los requisitos de FERPA.**

Puede presentar cualquier queja como resultado de una supuesta infracción de estos derechos a la Corte Superior del Condado Pima en Arizona o a:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202
(202) 260-3887

INFORMACIÓN DEL DIRECTORIO

FERPA requiere que TUSD, con algunas excepciones, obtenga un permiso por escrito de los padres/tutores antes de divulgar información personal que puede ser identificable de los expedientes académicos de sus hijos. Sin embargo, TUSD puede divulgar “información del directorio” designada adecuadamente sin previo consentimiento por escrito, al menos que usted haya pedido a TUSD lo contrario de conformidad con los procedimientos de TUSD (ver reglamento JR-R, expediente del estudiante). El propósito principal de la información del directorio es permitirle a TUSD incluir este tipo de información de los expedientes educativos de sus hijos en ciertas publicaciones, tales como:

- ▶ El anuario;
- ▶ Cuadro de honor u otra lista de reconocimiento;
- ▶ Programas de graduación; y
- ▶ Hojas de actividades de deportes que muestran el peso/estatura de los miembros del equipo.

La información del directorio, la cual es información que generalmente no es considerada perjudicial o una invasión a la privacidad si es revelada, también puede ser revelada a organizaciones externas sin previo permiso por escrito de los padres. Las organizaciones externas incluyen, pero no se limitan a, compañías que elaboran anillos de graduación o que publican anuarios. Además, dos leyes federales requieren las agencias educativas locales (LEA) reciban ayuda dentro de la *Ley de Educación Primaria y Secundaria de 1965* (ESEA) para proporcionar a los reclutadores militares, cuando lo soliciten, con la siguiente información – listas de nombres, domicilios y números de teléfono – al menos que los padres hayan avisado anteriormente por escrito a LEA que no desean la información de sus hijos estudiantes publicada.

Si no desea que TUSD revele información del directorio de los expedientes educativos de sus hijos sin su previo consentimiento por escrito, usted debe notificar a TUSD en el formulario 274 de TUSD, antes del 1 de octubre. TUSD ha designado la siguiente información como dirección de directorio:

Nombre, dirección, número de teléfono publicado de los padres o tutores, fecha y lugar de nacimiento, área principal de estudios, participación en actividades y deportes reconocidas oficialmente, peso y estatura de los miembros de los equipos de atletas, fechas de asistencia, licenciaturas (diplomas) y reconocimientos recibidos, la agencia educativa o institución a la que el estudiante asistió más recientemente, fotografías que pueden identificar a la persona, videocintas, películas u otros medios visuales, entrevistas en las que se puede identificar la persona, ya sea de sonido solamente o de sonido y video, y otra información similar.

Dentro de la ley federal, esta información se considera información de directorio y no requiere el consentimiento por escrito de los padres/estudiante elegible para ser revelada. Si usted se opone a la revelación de la información de directorio, usted debe notificar al director o a la persona designada de la escuela, por escrito, utilizando el formulario 274 de TUSD, antes del 1 de octubre. Si el formulario 274 no es recibido para el día 1 de octubre, se va a suponer que no hay objeción para divulgar la información. Este procedimiento deberá realizarse cada año. De conformidad con la ley federal, cuando se solicite, TUSD puede divulgar los expedientes académicos sin el consentimiento previo de los padres/estudiante elegible, a los agentes de otros distritos escolares en las que el estudiante busca o tiene la intención de inscribirse. Para más información, comuníquese a la Oficina del Director en la escuela dentro de TUSD a la que el estudiante asiste.

DISCIPLINE PROGRESS REPORT
ATTACHMENT 7

School Principal School Audit

School Name:		Name (Title):		Date of Visit:	
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Copy of Discipline Flow Chart? *Yes* or *No*

Copy of PBIS Flow Chart? *Yes* or *No*

Questions	Responses
1. Is there a discipline team in place?	
2. Who is on the team and how were they selected?	
3. Explain your referral process.	
4. When did the entire staff receive Professional Development in regards to the referral process?	
5. Who provided the staff with the referral PD? Has it been revisited, revised or etc.?	
6. What role does the principal play on the discipline team and the overall discipline of the school?	
7. How long does it take for a referral to be inputted into Synergy?	
8. How long does it take to send a suspension letter to Charlotte Brown, Compliance Liaison?	
9. What are the dates the school and community received the information regarding the Student Code of Conduct?	
10. PBIS	

Teacher School Audit

School Name:		Name:		Date of Visit:	
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Questions	Responses
1. Were you given Professional Development on the following? A. Student Code of Conduct B. Discipline Referral Process C. How discipline is handled D. Who provided the training in Clarity?	A. Yes No B. Yes No C. Yes No D.
2. Explain your school-wide discipline process.	
3. Do you have a PIC room? If so, explain the teacher process of how students are sent to PIC.	
4. Explain how you use Clarity.	
5. What type of documentation do you keep on students sent to your room? Is your documentation ever shared with administration?	
6. On a scale of 1 to 5 (5 being the highest) how do you rate the overall discipline at the school?	1 2 3 4 5

DISCIPLINE PROGRESS REPORT
ATTACHMENT 8

Student School Audit

School Name:		Grade:		Date of Visit:	
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Questions	Responses
1. Did your school discuss the Student Code of Conduct with you and your classmates?	
2. How safe do you feel at school?	1 2 3 4 5
3. What is the consequence for fighting?	
4. What is the consequence for being in possession of drugs or alcohol?	
5. Do you know what restorative conference is? How effective is restorative conference?	
6. Do you know what PBIS is? How does it work at your school?	
7. Does your school have a PIC room? How do you go to PIC?	
8. If you could change one thing about your school discipline policy, what would it be? Why?	
9. On a scale of 1 to 5, how well does your school discipline policy work?	1 2 3 4 5

DISCIPLINE PROGRESS REPORT
ATTACHMENT 9

Assessing Implementation of School-Wide Restorative Practices		Yes	Needs Work	Not Yet
	<u>Leadership Vision & Commitment</u>			
1)	Leadership has a shared vision for creating a Restorative school culture and has communicated this clearly to the school community.			
2)	Leadership has an action plan for implementing Restorative Practices over a three-year time frame and has set clear expectations that all staff—from the classroom to the discipline office—use Restorative Practices to build relationships and respond to discipline incidents.			
3)	Leadership has clearly expressed to staff the purpose of implementing Restorative Practices at the school.			
4)	Leadership has clearly expressed to students the purpose of implementing Restorative Practices at the school.			
5)	Leadership has clearly expressed to the parent community the purpose of implementing Restorative Practices at the school.			
6)	Leadership has provided opportunities for professional development for staff—at least 2x/year.			
7)	Leadership has collected and reviewed disaggregated data that shows exclusionary school disciplinary practices are not effective and/or are racially disproportionate in their use to show why a culture shift is necessary.			
8)	Leadership has created a team to specifically focus on implementing Restorative Practices.			
9)	Leadership has incorporated the success in creating a Restorative Culture into her/his own performance evaluation.			
10)	Leadership has incorporated Restorative Practices into performance evaluation for staff.			
11)	Leadership is committed to engaging students in creating a Restorative School.			
12)	Leadership is committed to engaging parents in creating a Restorative School.			
13)	Leadership is committed to hiring new staff based on their interest in and experience with Restorative Practices.			
	<u>Staff Buy In, Training & Relationship Building</u>			
14)	Staff are mostly all bought in to the purpose and practices of Restorative Justice in Education.			
15)	A Core Team has been identified and is working to model, coach, and expand the skills sets of other staff using Restorative Practices.			
16)	There is a plan for working with resistant staff (e.g., restorative conversations, minimum expectations, right fit, etc.).			
17)	Staff has support structures in place to implement Restorative Practices with fidelity (e.g., coaching, mentoring, learning communities, book groups)			

18)	All staff are provided with an overview of Restorative Practices and a training manual, staff manual and resources before they start teaching that includes: data to show the need for the shift; articles on the benefits of RP; outlines of new procedures; sample lesson plans/scripts for holding Circles and Restorative Conversations.			
19)	Staff are encouraged to take time to implement Restorative Practices in their classroom			
20)	Staff are encouraged to take 1-2 weeks at the beginning of the school year to create a sense of community and belonging in their classrooms.			
21)	Staff understands the paradigm shift from punitive discipline to Restorative Practices.			
22)	Staff understands the school-to-prison pipeline and the reasoning for using Restorative Practices to keep students in the classroom or in school rather than resorting to exclusionary practices.			
23)	All staff receive at least one day of professional development training on Restorative Practices each year.			
24)	Staff understands that this culture shift will take time (i.e., 3-5 years).			
	<u>Restorative Language and Practices</u>			
25)	Restorative Language is reflected in: <ul style="list-style-type: none"> • Mission statement • Strategic Plan • Teacher’s Handbook • Student Handbook/Code of Conduct • Value Statements • Visual Messaging (i.e., posters, bulletin boards, etc.) 			
26)	Restorative Language has been taught and is well understood by all staff.			
27)	The school has integrated Restorative Language school-wide (e.g., relationship, impact, harm, repair, reintegration, needs and obligations)			
28)	Punitive and Police Language has been removed from standard terminology (e.g., detention, In-School Suspension, Infraction, witness statements) and renamed.			
29)	The school has an operational definition of Restorative Practices and is known by all.			
30)	The school uses the 5 Rs of Restorative Practices (Respect, Relationship, Responsibility, Repair, Reintegration) or some other clear listing of core values behind Restorative Practices.			
31)	Staff have an understanding of how Restorative Practices fit into the school’s discipline philosophy, policies, and matrix.			
32)	Staff have an understanding of how Restorative Practices fit into the district’s discipline philosophy, policies, and matrix.			
33)	The staff lounge has one or more posters showing some elements of Restorative Practices.			

34)	The school uses the following Tier 1 Restorative Practices regularly: <ul style="list-style-type: none"> • Affective Statements • Restorative Questions/Conversations • Proactive Circles • Academic Circles 			
35)	The school uses the following Tier 2 Restorative Practices regularly: <ul style="list-style-type: none"> • Restorative Agreement Meetings • Restorative Mediations • Problem Solving Circles • Support Groups and Circles • Peer Mediation 			
36)	The school uses the following Tier 3 Restorative Practices regularly: <ul style="list-style-type: none"> • Community Group Conferences/Restorative Conferencing • Circles of Support and Accountability • Truancy Circles 			
	<u>Organizational Culture and Climate—Relational Ecology</u>			
37)	Our school has a listening culture based on trust, collegiality and teamwork.			
38)	Our school creates an atmosphere of safety when dealing with difficult issues (e.g., listening with curiosity, no fear of reprisal, no stored hurts)			
39)	Our school discusses difficult topics such as staff trust and racial/gender equity.			
40)	Students are part of creating a culture of respect and trust, both within the classroom and around the school.			
41)	Our school has a relational-based, student-centered culture.			
42)	Our school has a commitment to equity and social justice and it is woven throughout the values and curriculum of the school.			
43)	People feel like they are heard at our school and that their voice matters.			
44)	Staff circles are held 1-2x/year to deepen and strengthen relationships.			
	<u>Restorative Practices Infrastructure</u>			
45)	The school has a dedicated Restorative Practices Coordinator (ideally full time).			
46)	The Restorative Practices Coordinator has a clear sense of their duties and is strongly supported and valued by leadership.			
47)	The Restorative Practices Coordinator is engaged in the following activities: <ul style="list-style-type: none"> • Models Restorative Practices for teachers • Facilitates Restorative Mediations, Conferences and Circles • Monitors individual student behaviors by checking in with them throughout the school day • Follows through after a Restorative process 			

	<ul style="list-style-type: none"> Organizes data for and help lead Implementation Team meetings Gathers testimonials of RP success stories Cultivates advocates for RP among the school community Leads or co-leads staff PDs on Restorative Practices Teach students Restorative Practices and conflict resolution skills 			
48)	<p>There are key physical infrastructure locations that support Restorative Practices, such as:</p> <ul style="list-style-type: none"> An office for the coordinator to hold confidential conversations and mediations A location for the coordinator to hold confidential Community Group Conferences A Restorative Intervention/Support Room as an alternative to an In-School Suspension Room 			
49)	The school has classified staff who are trained in Restorative Practices, who are valued by teachers and administration, and who can “push” into classrooms to support classroom teachers.			
50)	The school has a budget earmarked for Restorative Practices and leadership is able to re-prioritize school resources to plan and implement Restorative Practices.			
51)	<p>The school has the following programs/approaches in place:</p> <ul style="list-style-type: none"> Trauma-informed Care Social Emotional Learning (SEL) Positive Behavior Interventions & Supports (PBIS) Equity/Culturally Responsive Pedagogy 			
52)	The School Resource Officer has been trained in Restorative Practices.			
53)	The school’s Campus Monitors/Paraprofessionals have been trained in Restorative Practices.			
54)	The school’s instructional coach has been trained in Restorative Practices.			
	<u>School Discipline Policies and Handbooks</u>			
55)	Our school has mandated that Restorative Practices be used as part of our discipline policy and is clearly written in the handbook and discipline matrix.			
56)	The school discipline policy is known by all staff and is being used consistently.			
57)	The school offers alternatives to suspension (e.g., in-school suspension rooms, mediations, community service, credit recovery)			
58)	Our school uses Restorative Reintegration processes when students are gone from school or the classroom and re-enter the learning community.			
59)	There is a clear discipline referral system and form that is based on Restorative Practices and has been explained each year to staff.			

60)	The student handbook clearly states the school's vision and purpose for using Restorative Practices.			
	Performance Evaluation and Support Structures			
61)	Staff and teachers' annual evaluations reflect their performance in Restorative Practice			
62)	The school has set up support structures for staff to learn from and support each other in their use of Restorative Practices			
63)	Fidelity instruments, performance evaluations and coaching structures are used to support the fidelity of using Restorative Practices			
64)	The school has opportunities for staff to share success stories and strategies with their colleagues.			
65)	The school has an implementation team that meets at least 3x/year.			
66)	The school's implementation team has clear agendas with specific goals that have been set and are reviewed at each meeting.			
67)	The school has a clear evaluation plan for Restorative Practices, for staff and students.			
68)	The school collects disaggregated discipline data at least 2x/year (e.g., race/ethnicity, income, gender, special needs, etc.).			
69)	Discipline and use of Restorative Practices data is shared with staff to inform the purpose and goals for implementing Restorative Practices.			
70)	The school solicits staff perspectives on their experiences using Restorative Practices.			
71)	The school solicits student perspectives on their experiences using Restorative Practices.			
72)	The school solicits parent perspectives on their experiences using Restorative Practices.			
73)	The school shares evaluation data with the wider school community (e.g., school board, police department, community partners, etc.)			
74)	The school uses evaluation data to improve current Restorative Practices and set goals for the future.			
	Student Engagement and Leadership			
75)	The school has a clear understanding of the importance of including students in creating a Restorative School Culture.			
76)	Classroom teachers have a clear understanding of the importance of including students in creating a Restorative Classroom Culture.			
77)	There is a clear plan for engaging students in creating a Restorative School Culture.			
78)	Students have been made aware of the new philosophy behind Restorative Practices.			
79)	The school uses student focus groups to discuss climate and culture issues and Restorative Practices efforts.			

80)	The school has established Restorative Practices/Peer Mediation training and/or a class for students.			
81)	Students are engaged in creating visual art and messaging throughout the school that supports a Restorative Culture			
	Parent Engagement and Leadership			
82)	The school has a clear understanding of the importance of including parents in creating a Restorative School Culture.			
83)	The school has a clear understanding of the importance of including parents in creating a Restorative Classroom Culture.			
84)	There is a clear plan for engaging parents in creating a Restorative School Culture.			
85)	Parents have been made aware of the new philosophy behind Restorative Practices.			
86)	The school uses parent focus groups to discuss climate and culture issues and Restorative Practices efforts.			
87)	The school has established an opportunity for parents to be trained in Restorative Practices.			
88)	The school has established a clear protocol for when parents need to be communicated with before or after a Restorative process.			
89)	Parents receive positive phone calls home about a positive and courageous participation in a Restorative process.			
	Explicit Links with Learning & Engagement			
90)	There are explicit links between Restorative Practices and student engagement and achievement in the classroom (made by Leadership, the instructional coach and in grade level meetings).			
91)	The school has a clear understanding that Restorative Practices is more than just fixing challenging behavior.			
92)	Classroom teachers are motivated to use Restorative Practices in the classroom as a way to increase academic achievement.			
93)	Restorative Practices are used to build grit, brave classrooms, cooperative learning, critical thinking, and “the productive struggle”.			
94)	Classroom teachers use a variety of strategies to build an equitable classroom where all voices are heard and all cultures are engaged.			
	Data Collection and Decision Making			
95)	Data is regularly collected on implementation and impact of restorative strategies and used to inform continued implementation efforts.			
96)	Outcomes are communicated to the school community.			
97)	Goals are set each year by leadership and the school community and reviewed at regular intervals.			
98)	Goals are communicated to the entire school community.			
	Long Term Sustainability			

99)	The school has a plan in place for sustaining Restorative Practices over time.			
100)	The district actively supports and promotes Restorative Practices.			
	Implementation Benchmarks (Denver School-Based RP Partnership)			
	Benchmark 1: There is a common understanding of why Restorative Practices are being used.			
	Benchmark 2: Foundational structures to support RP implementation are in place.			
	Benchmark 3: A method of collecting and analyzing data is developed.			
	Benchmark 4: Educators, both new and returning, are trained in Restorative Practices.			
	Benchmark 5: Restorative language and culture have been established.			
	Benchmark 6: Families and students are well-informed of the shift to Restorative Practices.			
	Benchmark 7: Preventative measures, not just reactive measures, are being taken to improve school climate.			

(This assessment tool is a compilation of materials from a wide variety of sources, including Vermont Agency of Education Whole-School Restorative Approach Resource Guide, Denver School-Based RP Partnership Implementation Guide, The Conflict Center’s RP and Policy Assessment.)

School _____ Date _____
 RPPF _____ Principal _____

DISCIPLINE PROGRESS REPORT
ATTACHMENT 10

Restorative Practices- Example Interview Questions

School Name _____ **Person Interviewed** _____

Position _____ **Date** _____

1. Please share with us a time when your people skills enabled you to get others (individual or group) to tell you something they'd rather not tell you.

2. Tell us about a coaching or encouragement you provided that was key to a friend, colleague, family member, or client that significantly assisted in a decision that they made which had a positive impact.

3. Please tell us about a time when you had to deal with a person or a group who could only see their side of the agenda.

4. Please share with us a time that your active listening helped you realize that the issue in question was not what you originally thought and it caused you to change your mind.

5. Tell us about a relationship that started out rocky but ended up effective.

6. Please tell us a situation in which you could no resolve the unhappy client's/customer's demand but you successfully dealt with that person.

7. Please tell us about a time when you received feedback and it caused you to rethink and change the way you were doing something.

Dan Bailey, Interim Director

Student Relations

DISCIPLINE PROGRESS REPORT
ATTACHMENT 11

PBIS Rubric

School Name:		Total # of Students:		Date of Visit:	
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Positive Intervention Team (PIT)	Yes	No
Positive Intervention Center (PIC)	Yes	No
ISI Teacher	Yes	No

Discipline Team	Yes	No
RPPF	Yes	No

CONTEXT	Scale 1-5	COMMENTS
1. What are/were the goals and objectives for PBIS implementation?		
2. Who will provide/provided support for PBIS implementation?		
3. Who will receive/received support during PBIS implementation?		
INPUT	Scale 1-5	COMMENTS
4. What professional development is/was part of the PBIS implementation support?		
5. Who will participate/participated in the professional development?		
6. What should be/was the perceived value of the professional development?		
FIDELITY	Scale 1-5	COMMENTS
7. To what extent is/was PBIS implemented as designed?		
8. To what extent is/was PBIS implemented with fidelity?		
IMPACT	Scale 1-5	COMMENTS
9. To what extent was PBIS associated with changes in student outcomes?		
10. To what extent was PBIS associated with changes in academic gains, school dropout and other areas of schooling?		
REPLICATION, SUSTAINABILITY & IMPROVEMENT	Scale 1-5	COMMENTS
11. To what extent did PBIS improve capacity for the state/region/district to replicate, sustain, and improve practices that enhance social and academic outcomes for students?		
12. To what extent did PBIS change educational/behavioral policy?		
13. To what extent did PBIS affect systemic educational practice?		
PBIS TEAM/MATRIX	Scale 1-5	COMMENTS
14. Does site have PBIS team?		
15. How was membership determined?		
16. Who is on the team?		
17. How frequently does the team meet?		
18. How was PBIS matrix developed?		
19. How often is the matrix reviewed?		
20. How is discipline data used in PBIS meetings?		

DISCIPLINE PROGRESS REPORT
ATTACHMENT 12

Questions	ISI	Mary Meredith No ISI	Miles No ISI	Maxwell No ISI	Pueblo Gardens No ISI	Roberts/Naylor	Robins K8 No ISI	Roskruge No ISI	Safford
What is process students are sent to ISI?		Admin referral, Dean referral, Other	Admin referral, Dean referral, Other	Admin referral, Dean referral, Other	Admin referral, Dean referral, Other	Admin referral, Dean referral, Other	Admin referral, Dean referral, Other	Admin referral, Dean referral, Other	Dean refers but he's inconsistent
Check Synergy or Clarity for referral		Yes No Yes No	Yes No Yes No	Yes No Yes No	Yes No Yes No	Yes No Yes No	Yes No Yes No	Yes No Yes No	Yes No Yes No
What do you do if students are not entered into Synergy or Clarity?		Inform admin, Check again, Nothing Don't check	Inform admin, Check again, Nothing Don't check	Inform admin, Check again, Nothing Don't check	Inform admin, Check again, Nothing Don't check	Inform admin, Check again, Nothing Don't check	Inform admin, Check again, Nothing Don't check	Inform admin, Check again, Nothing Don't check	Inform admin, Check again, Nothing Don't check
What documentation do you keep for students sent to your room?		Sign in Created spreadsheet Other program None	Sign in Created spreadsheet Other program None	Sign in Created spreadsheet Other program None	Sign in Created spreadsheet Other program None	Sign in Created spreadsheet Other program None	Sign in Created spreadsheet Other program None	Sign in Created spreadsheet Other program None	Sign in Created spreadsheet Other program None
How are PIC students placed in your room?		Teacher, admin, other resource staff	Teacher, admin, other resource staff	Teacher, admin, other resource staff	Teacher, admin, other resource staff	Teacher, admin, other resource staff	Teacher, admin, other resource staff	Teacher, admin, other resource staff	Does PIC but does not know what that is
Do you check Clarity for interventions when students sent to PIC?		Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Teachers do not document interventions
What happens when PIC students do not have interventions documented?		Send back to class Inform admin Inform teacher Nothing	Send back to class Inform admin Inform teacher Nothing	Send back to class Inform admin Inform teacher Nothing	Send back to class Inform admin Inform teacher Nothing	Send back to class Inform admin Inform teacher Nothing	Send back to class Inform admin Inform teacher Nothing	Send back to class Inform admin Inform teacher Nothing	Send back to class Inform admin Inform teacher Nothing
Showed documentation		Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Do you share documentation to admin?		Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Are you part of Discipline team?		Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No

Questions ISI	Utterback	Valencia						
What is process students are sent to ISI?	Admin referral, Dean referral, Other	Admin referral, Dean referral, Other						
Check Synergy or Clarity for referral	Yes No Yes No	Yes No Yes No						
What do you do if students are not entered into Synergy or Clarity?	Inform admin, Check again, Nothing Don't check	Inform admin, Check again, Nothing Don't check						
What documentation do you keep for students sent to your room?	Sign in Created spreadsheet Other program None	Sign in Created spreadsheet Other program None						
How are PIC students placed in your room?	Teacher, admin, other resource staff	Teacher, admin, other resource staff						
Do you check Clarity for interventions when students sent to PIC?	Yes No	Yes No						
What happens when PIC students do not have interventions documented?	Send back to class Inform admin Inform teacher Nothing	Send back to class Inform admin Inform teacher Nothing						
Showed documentation	Yes No	Yes No						
Do you share documentation to admin?	Yes No	Yes No						
Are you part of Discipline team?	Yes No	Yes No						
	We were informed ISI T has student do pushups as punishment							

