

## APPENDIX VI – 33

## VI.G.1.e Policy and Procedure Amendments SY2017-18

+ Item	Description	Governing Board Date	Governing Board Action
GSRR Code of Conduct Update	Update to include timeline for collecting input from parents, staff, and community members with details as to the steps TUSD will take to update the GSRR for the 2018-19 school year and the goals currently pursued.	4.3.18	Information Only
GSRR Code of Conduct Update	Update the governing board on the timeline for revising the 2018-19 draft GSRR.	5.15.18	Information Only
GSRR Code of Conduct Update	We would like to provide additional information to the Governing Board including an updated draft of the GSRR with input from various community members as well as an overview of the input received so far. We plan to have a second study session on May 22 and an action item to approve the 2018-19 draft on June 12.	5.22.18	Information Only
Review of 2018-19 Student Code of Conduct (GSRR)	Update the governing board and community on the input received for the 2018-19 draft document and to collect any further feedback from the governing board on desired revisions.	6.5.18	Information Only
Approval of 2018-19 Student Code of Conduct (GSRR)	To present the most recent draft of the Student Code of Conduct, (GSRR) ("Code"), including governing board, staff, special master and plaintiff, and stakeholder input received on the previous draft.	6.26.18	Action Item. <b>APPROVED.</b> Moved: Foster; Seconded: Grijalva. Passed 3-2 (Roll Call Vote). Mark Stegeman and Rachael Sedgwick voted no.



MEETING OF: April 3, 2018

TITLE: GSRR Code of Conduct Update

ITEM #: 7

Information: X

Study:

Action:

**PURPOSE:**

To apprise the Governing Board with where we are in our process to update the GSRR for the 2018-19 school year.

**DESCRIPTION AND JUSTIFICATION:**

This update will include the timeline for collecting input from parents, staff, and community members with details as to the steps TUSD will take to update the GSRR for the 2018-19 school year and the goals currently pursued. (See attachments)

**BOARD POLICY CONSIDERATIONS:**

**LEGAL CONSIDERATIONS:**

For all Intergovernmental Agreements (IGAs), Initiator of Agenda Item provides the name of the agency responsible for recording the Agreement after approval:

For amendments to current IGAs, Initiator provides original IGA recording number:

Legal Advisor Signature (if applicable)

**BUDGET CONSIDERATIONS:**

☐ District Budget  
☐ State/Federal Funds  
☐ Other  
Budget Cost      Budget Code

Budget Certification (for use by Office of Financial Services only):

Date

I certify that funds for this expenditure in the amount of \$ are available and may be:

Authorized from current year budget

Authorized with School Board approval

Code: Fund:

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INITIATOR(S):

Michael Konrad, Middle School Director

3-14-18

Name

Title

Date

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DOCUMENTS ATTACHED/ ON FILE IN BOARD OFFICE:

**ATTACHMENTS:**

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☐ [Presentation](#)

☐ [Review Process Update](#)

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TUCSON UNIFIED SCHOOL DISTRICT

BOARD AGENDA ITEM  
CONTINUATION SHEET

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# GSRR Update

Sam Brown, Legal Counsel

Michael Konrad, Director of Middle Schools

# Current Feedback and Direction

- Replace the contradictory verbiage with simpler and clearer language to make it shorter and clearer for students and families
- Clarify language regarding mutual combat ensuring it is set at a level 4 with an automatic approval of the waiver for long term suspension, allowing for a minimal short term suspension to ensure campus safety.
- State a clear commitment to policy and resource adjustments that support inclusive learning environments through the use of restorative timeouts. This commitment will serve to protect the rights of students and teachers to a learning environment free from disruption.
- -Clarify the TUSD position on Firearm violations

# Current Feedback and Direction cont.

- Include mandatory offering of abeyance options
- Include that throughout the district, classroom teachers are expected to employ no more than 3 classroom level interventions before student behavior is expected to be addressed by administration.
- Cite TUSD's other disciplinary policies and ensure the GSRR is fully consistent with those policies.
- Eliminate inconsistencies between the USP, the GSRR, and other TUSD policies on discipline.

# Timeline

- March 9<sup>th</sup>: Send out request for student artwork competition for cover of GSRR to site principals
- March 20<sup>th</sup>: Draft of GSRR ready for Review by Dr. Trujillo
- March 20<sup>th</sup>: Draft of GSRR provided to SCPC and all Site Councils for feedback. Feedback forms requested to be returned by May 9<sup>th</sup>.
- April 3<sup>rd</sup>: GB Presentation on Current Status of GSRR (originally scheduled March 27<sup>th</sup>)
- April 6<sup>th</sup>: Update Draft GSRR with any early feedback from SCPC or Site Councils.
- April 9<sup>th</sup>: Provide draft GSRR to SMP and DOJ for response by May 9<sup>th</sup>.



# Timeline Continued

- May 9<sup>th</sup>: all feedback from Site Councils, SCPC, and SMP by this date.
- May 15<sup>th</sup>: Updated Draft of GSRR presented to GB at meeting for feedback.
- May 16<sup>th</sup>: Send GSRR to be translated to Spanish, Create requisition for printing through TUSD print shop.
- May 22<sup>nd</sup>: Collect Additional Feedback from GB at GB meeting
- June 12<sup>th</sup>: Ask for GB approval of new GSRR
- June 13<sup>th</sup>: Submit GSRR for printing

## Updated Information Regarding GSRR Review Process for TUSD

Current feedback and direction on GSRR revisions:

- Replace the contradictory verbiage with simpler and clearer language to make it shorter and clearer for students and families
- Clarify language regarding mutual combat ensuring it is set at a level 4 with an automatic approval of the waiver for long term suspension, allowing for a minimal short term suspension to ensure campus safety.
- State a clear commitment to policy and resource adjustments that support inclusive learning environments through the use of restorative timeouts. This commitment will serve to protect the rights of students and teachers to a learning environment free from disruption.
- Clarify the TUSD position on Firearm violations
- Include mandatory offering of abeyance options
- Include that throughout the district, classroom teachers are expected to employ no more than 3 classroom level interventions before student behavior is expected to be addressed by administration.
- Cite TUSD's other disciplinary policies and ensure the GSRR is fully consistent with those policies.
- Eliminate inconsistencies between the USP, the GSRR, and other TUSD policies on discipline.

Timeline for revisions below:

- March 9<sup>th</sup>: Send out request for student artwork competition for cover of GSRR to site principals
- March 20<sup>th</sup>: Draft of GSRR ready for Review by Dr. Trujillo
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- June 13<sup>th</sup>: Submit GSRR for printing





MEETING OF: May 15, 2018

TITLE: GSRR Code of Conduct Update

ITEM #: 12

Information: X

Study:

Action:

**PURPOSE:**

To update Governing Board on the timeline for revising the 2018-19 draft GSRR.

**DESCRIPTION AND JUSTIFICATION:**

We would like to provide additional information to the Governing Board including an updated draft of the GSRR with input from various community members as well as an overview of the input received so far. We plan to have a second study session on May 22 and an action item to approve the 2018-19 draft on June 12.

**BOARD POLICY CONSIDERATIONS:**

**LEGAL CONSIDERATIONS:**

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For amendments to current IGAs, Initiator provides original IGA recording number:

\_\_\_\_\_  
Legal Advisor Signature (if applicable)

**BUDGET CONSIDERATIONS:**

\_\_\_\_\_  
**District Budget**  
\_\_\_\_\_  
**State/Federal Funds**  
\_\_\_\_\_  
**Other**  
\_\_\_\_\_  
**Budget Cost      Budget Code**

Budget Certification (for use by Office of Financial Services only):

Date

I certify that funds for this expenditure in the amount of \$ are available and may be:

Authorized from current year budget

Authorized with School Board approval

Code: Fund:

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INITIATOR(S):

Michael Konrad, Middle School Director

5.8.2018

Name

Title

Date

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DOCUMENTS ATTACHED/ ON FILE IN BOARD OFFICE:

**ATTACHMENTS:**

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☐ [2018-2019 GSRR - Draft](#)

☐ [Comments](#)

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TUCSON UNIFIED SCHOOL DISTRICT

BOARD AGENDA ITEM  
CONTINUATION SHEET

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Section	Page(s)	Comment	Result	Revision	Responses to Questions
Front Page	i	left justify title and words. Change title font to a clean font, font is hard to read. Do not use italics at the bottom. Do not use all CAPS or center justify, it is hard to read for low literacy	Reviewed	N	
Front Page	i	The title of the document should be bold and clear on the front cover	Reviewed	Revised, page i	
Safety Zone / Table of Contents	ii	Page 2- school safety number should be more prominent- larger font	Reviewed	Revised, page 2	
Safety Zone / Table of Contents	ii	have "your school is a safety zone" inside the front cover, make larger. No caps and no italics. Page 3 would become the page for the discrimination policy and table to contents. No larger font for table of contents. No CAPS, or you can make the discrimination statement on page two and leave page 3 as the table of contents.	Reviewed	N	
Safety Zone / Table of Contents	ii	Suggest bullets on Table of Contents pages 4-12 like the items below. Otherwise it looks like all items are negative because those are bulleted	Reviewed	N	
Acknowledgement Form	iii-iv	Code of Conduct Acknowledgement Form either first or last page	Reviewed	Moved to front of the book, pages iii-iv	
Acknowledgement Form	iii-iv	spell out school year (SY)	Reviewed	Revised on page iii	
Acknowledgement Form	iii-iv	I collect the signature page from the teachers. When signed by both the student and parent, it can be difficult to read the names. A line at the top that says please print student name and grade would be very helpful. Thank you.	Reviewed	Add "(Please print legibly) under both sig lines on page iii	
Acknowledgement Form	iii-iv	"can be measured when" Can be measured when? Or "is measured by the extent to which..."?	Reviewed	N	
Acknowledgement Form	iii-iv	"excellence, safety, personal responsibility, and kindness" [changed to red]	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Acknowledgement Form	iii-iv	"I acknowledge that I have read and reviewed the information in this document with my child." Not strong enough. Must revise. Please provide a different statement for parents and students, as they are subject to different expectations with regard to the GSRR. Do all students have a home room? Consider: For students: By signing this form, I acknowledge that I have read and understand all the information in this Guide for Student Rights and Responsibilities, that I agree to follow the rules as they are set out, as applicable, I will accept the consequences provided in the GSRR. For parents: By signing this form, I acknowledge that I have read and understand all the information in this Guide for Student Rights and Responsibilities, that I agree to assist my child/ren to follow these rules, and that if my child/ren violate any of the rules, as applicable, I will support TUSD in administering the consequences as they are set out in the GSRR.	Reviewed	N	All students have a homeroom
Acknowledgement Form	iii-iv	re Parent and Student Signature Line [change to Month, Day, Year rather than just Date]	Reviewed	N	
Acknowledgement Form	iii-iv	Page 5- Code of Conduct page- if tearing out and returning to school, there should not be anything on the back page	Reviewed	N	
Superintendent Welcome	01	Determines is misspelled in Dr. Trujillo's message to students on the 2018-19 document.	Reviewed	Revised	
Superintendent Welcome	01	should be at left behind front page	Reviewed	N	
Superintendent Welcome	01	remove italics	Reviewed	N	
Basic Information	02	Pg. 4- "has jurisdiction"-this language is very legalistic, probably better to explain at 8th grade level	Reviewed	Replace "jurisdiction" with "authority" on page 2	
Basic Information	02	Pg. 4- "School sanctioned vehicle" School sponsored vehicle? I believe an activity or event, but not a thing can be "district sanctioned"	Reviewed	Replace with "vehicle used for school purposes" on page 2	
Basic Information	02	Pg. 4- "resulting in a detrimental effect" Explain at 8th grade level	Reviewed	Replace with "harmful" on page 2	
Basic Information	02	Pg. 4- Lodge a complaint area- This is not clear. Does this apply to all complaints or just to discrimination, harassment, hazing, dating abuse, bullying, and unfair disciplinary actions?	Reviewed	Replace "Lodge" with "Make" on page 2	
Basic Information	02	"or online...disciplinary actions" This is not clear. Does this apply to all complaints or just to discrimination, harassment, hazing, dating abuse, bullying, and unfair disciplinary actions?	Reviewed	N	This applies to the listed items

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Basic Information	02	Pg. 4-make it clear that it can be a verbal complaint; doesn't have to be "filed" as a written document	Reviewed	Replace "Lodge" with "Make" on page 2	
Basic Information	02	Pg. 4, when/where does code apply-delete extra space	Reviewed	Deleted	
Basic Information	02	On page 4, the first question and third question should use the complete name of the document- Code of Conduct"	Reviewed	N	
Basic Information	02	On page 4 IDEA should be spelled out the first time it is used	Reviewed	Revised on page 2	
Basic Information	02	On page 4, the first sentence under the 4 <sup>th</sup> question should be (door to door). Language needs to be clear for all groups using the Code of Conduct.	Reviewed	N	
Basic Information	02	On page 4, the first sentence under the 4 <sup>th</sup> question should be (door to door). Language needs to be clear for all groups using the Code of Conduct.	Reviewed	N	
Basic Information	02	Pg. 4-who are the members of the discipline review team	Reviewed	Added the additional duties of the Team on page 2	The Discipline Director and the Compliance Liaison, see page 2
Basic Information	02	Pg. 4-omit "whenever possible" in 2nd bullet point of What Principles Guide the Administration of Discipline at TUSD section	Reviewed	Removed from page 2	
Basic Information	02	P. 4 – last paragraph, remove the close parenthesis symbol after parents	Reviewed	Removed	
Basic Information	02	Pg. 4-1. Under "When and Where Does the Code Apply?" on pg. 4, clarify or give suggestions as to what "off-campus actions" include	Reviewed	This will be addressed through training	
Basic Information	02	"in the classroom" should not be the goal. The goal should be learning environment, which includes recess, outdoor study, gardens, etc.... This goal is restated on p. 7.	Reviewed	Revised, page 2	
Basic Information	02	On p. 4, I am not sure how the school would have jurisdiction over off-campus activities. The standard is much too broad and needs to be narrowly defined. There is too much discretion provided to administrators as to whether something is "disruptive." This should be a legal matter.	Reviewed	N	
Basic Information	02	Pg. 4and 10-What IDEA? Definition. Consider explaining acronyms or making a glossary of terms; Explain the phrase "portal to portal"	Reviewed	Revised	
Basic Information	02	Pg. 4-I like it. Other pages should be in this format	Reviewed	N	
Basic Information	02	Pg. 4-Change to "What is the Code of Conduct?" Remove italics. Students or parents); remove parenthesis	Reviewed	N	
Restorative Practices / PBIS	03	Page 6 – De-escalation paragraph: After reading this paragraph, how many times is "appropriate"	Reviewed	N	
Restorative Practices / PBIS	03	Who is responsible.....Not clear—is it everyone, or is it the instructional faculty and staff? Not everyone?	Reviewed	N	



Section	Page(s)	Comment	Result	Revision	Responses to Questions
Restorative Practices / PBIS	03	What are RP... This is not clear. Consider something like: Restorative practices focus on preventing inappropriate behaviors. They also represent an attempt to reform school discipline measures, to make them less punitive and more educational. The goal is to improve relationships among teachers, students, and the entire school community. Restorative practices teach people how to address power imbalances by promoting relationship-building and understanding. They do not take the place of disciplinary consequences; instead, restorative practices help to improve behaviors and decrease the need for such consequences over time.	Reviewed	N	
Restorative Practices / PBIS	03	How does TUSD implement..... Not clear about how they work in school, if a student misbehaves in the middle of class. Is the teacher to continue following their lesson plan? Stop the lesson and form a circle—and, if so, when does the missed material get covered?	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	how does TUSD implement.... And teachers?	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	How does TUSD implement..... Who is trained for this (what position title)? When does this happen? What if none of this actually happens (policy is not practiced as it is written)?	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	How does TUSD implement.....reflection form-To what end? What will happen to the form? Why not require that the student also complete missed classwork? When will student make up missed work if not while in the PIC?	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	What are PBIS-Why is this separate from restorative practices? Are our restorative practices not embedded in a PBIS framework?	Reviewed	N	
Restorative Practices / PBIS	03	How does TUSD implement PBIS-What if this does not happen? What is the consequence? Who is "TUSD" referring to—what person can parents or students go to if none of this happens?	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	Position on EC-Agreed: this is confusing. Consider: Exclusionary consequences are a last resort, so teachers are permitted to send students out of class only if the student's behavior seriously disrupts the learning environment, as determined by the teacher.	Reviewed	N	
Restorative Practices / PBIS	03	When do EC apply-How is safety prioritized? This is not clearly written.	Reviewed	N	
Restorative Practices / PBIS	03	When do EC apply-This is not very clear. Due process is different in school than out, but that is not apparent from this language. The language also assumes that readers know what due process is. Also, does this apply to any exclusionary consequence? Being sent to PIC?	Reviewed	<b>Replaced "see Policy JK...." with "see information on DP below, pages 6-7"</b>	
Restorative Practices / PBIS	03	When do EC apply.....disciplinary consequences <b>must be paired</b> -what if they are not?	Reviewed	N	
Restorative Practices / PBIS	03	When do EC apply...learn from their behavior and, <b>where possible</b> -is it ever not possible? Appropriate?	Reviewed	N	
Restorative Practices / PBIS	03	When do EC apply....to protect student, staff or visitor <b>safety</b> -is this necessary? If yes, please clarify	Reviewed	N	
Restorative Practices / PBIS	03	Pg. 7-clarification on the RP/PBIS position and whether this will be an actual paid position or stipend	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Restorative Practices / PBIS	03	Pg. 8-like this page	Reviewed	N	
Restorative Practices / PBIS	03	Pg. 9-clarification on ISI and ISS-please distinguish as to whether we would actually have both or just one and would be based on content instructor or a highly qualified instructor	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	pg. 6-PBIS-spacing problem	Reviewed	Revised	
Restorative Practices / PBIS	03	As an employee, I understand the intent and purpose of all of the information included in the GSRR. It is a lot of information, and the language in the GSRR includes a lot of definitions and process guidelines that seem to be targeted more to employees than parents and students. Maybe the information about PBIS and Restorative practices could be communicated by using a visual or flow chart instead of typing out all of the definitions and processes	Reviewed	N	
Restorative Practices / PBIS	03	Pg.7-Refelction form-What dies that look like?	Reviewed	N	Varies from school to school, and sometimes between teachers for what works best at a particular site or classroom
Restorative Practices / PBIS	03	Page 6- To tie into each school's PBIS, include "Honor your school's expectations"	Reviewed	N (this may be addressed through training or site-based PBIS materials)	
Restorative Practices / PBIS	03	Comments: Page 5 of the new GSRR is unclear as to what we're asking from the students. On Page 6, you mention that "district staff including teachers, counselors, and administrators" can do restorative circles. This seems to exclude Intervention Techs, monitors, aides, etc... Many of whom are trained and expected to run restorative circles.	Reviewed	Revised to state "district staff including, but not limited to..."	
Restorative Practices / PBIS	03	Pg. 7- De-escalate - ...Students will complete a reflection form to help staff de-escalate the situation and assist in helping to restore the student back... -- Will the entire district be using the same type of reflection form -- or will each school create one for their needs? - I would appreciate being able to use the one we are currently using.	Reviewed	N	
Restorative Practices / PBIS	03	Pg. 7-, it should be clear that exclusionary consequence cannot include recess time under State law. This also applies to p. 8 under Positive Intervention Centers.	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	formal restorative conferences need to be harder because when a student gets an expulsion of 4 or 5 days and then come back to class they keep doing it.	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Restorative Practices / PBIS	03	<p><b>A-Small Impromptu circles or large group circles:</b></p> <ul style="list-style-type: none"> <li>• Small circles: a few people meet to briefly address and resolve a problem.</li> <li>• Small circles are facilitated by district staff including teachers, counselors, and/or administrators.</li> <li>• Large circles: a larger group can meet in a large circle or a classroom circle to discuss issues, answer questions, solve problems, or offer feedback.</li> <li>• Large circles are facilitated by district staff including teachers, administrators, and/or learning supports coordinators.</li> </ul> <p><b>B. How Does TUSD Implement PBIS?</b></p> <p>TUSD strives to create safe, positive environments by:</p> <ul style="list-style-type: none"> <li>• defining and teaching behavioral expectations;</li> <li>• monitoring and acknowledging appropriate behavior;</li> <li>• providing corrective, appropriate consequences;</li> <li>• providing appropriate behavioral supports (including actions like mentoring, social skills groups, and daily monitoring);</li> <li>• using a team-based approach; and using referral data for problem solving</li> </ul>	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	<p><b>Who Is Responsible For Implementing Restorative Practices and PBIS?</b> Everyone. At every site. (unclear because below you lists specific responsibilities for staff but not for every one else.)</p> <p>Under the direction of the campus principal and/or the Restorative and Positive Practices Facilitator (RPPF), staff members at every site</p> <ul style="list-style-type: none"> <li>• must understand school rules;</li> <li>• reinforce appropriate student behavior; and</li> <li>• use constructive classroom management, positive behavioral interventions and supports, and/or restorative practices strategies, where appropriate, to promote safe,</li> </ul>	Reviewed	This will be addressed through training	
Exclusionary Consequences	04	Pg. 8-concern about "or longer than one class period" rather than thirty minutes. They asked how long periods go (ewe said 55 to 105 for block periods)	Reviewed	This will be addressed through training	
Exclusionary Consequences	04	Pg. 8- Exclusionary processes is a good addition, but I think there is too much information given. When a lot of information is thrown in at one time it dilutes the message that you want to focus on. For exclusionary practices I would keep the 1st line in the section "what are exclusionary practices", the chart, "when do they apply" and the chart	Reviewed	N	
Exclusionary Consequences	04	Pg. 8-Order of consequences listed under exclusionary practices-intense to state expulsion first	Reviewed	Revised to list positive alternatives to suspension first, and expulsion last on page 4	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Exclusionary Consequences	04	Pg. 8-the PIC room should be at the top of the page	Reviewed	Revised to move the section on PIC rooms after Abeyance and before ISI on page 5	
Exclusionary Consequences	04	Pg. 8-too many fonts/graph is confusing	Reviewed	N	
Exclusionary Consequences	04	Pg. 8-consequences should be in-school suspension. Students need to really feel they did wrong but taking them out of school is not good	Reviewed	N	
Exclusionary Consequences	04	Pg. 8-What Are Exclusionary Consequences? Exclusionary consequences are disciplinary consequences that remove a student from classroom instruction for longer than thirty minutes, or longer than one class period. These include: • expulsion, • out-of-school suspension, • positive alternatives to suspension (see page 8), and • in-school suspension	Reviewed	N	
Exclusionary Consequences	04	Pg. 8-When Do Exclusionary Consequences Apply? Chart is confusing. Start with level 1, less severe offense to level 4-5 severe. Remove number for exclusionary practices and use bullets. Use dark arrows.	Reviewed	N	
Exclusionary Consequences	04	See chart on feedback form	Reviewed	N	
Exclusionary Consequences	04	Pg. 8-Order of level flow chart-maybe start with level 1 on left and work to level 4-5 on right	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	We worry that under the PICs it says we will provide a short time in the PIC room. We do not have staff for a PIC room during all hours of the school day. Currently we use a monitor only during lunch times.	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	At the elementary school level, we feel we need more information about how an abeyance contract would be implemented.	Reviewed	N (training issue)	
Positive Alternatives to Out-of-School Suspension	05	The term "PIC Room," should say PIC or Buddy Room (since some schools, including our elementary school, use buddy rooms. Not all schools have specified PIC rooms.	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Abeyance Contract Must be Considered for All First Level 4 Offenses (We agree to this new change)	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Pg. 9-maybe use "positive alternatives to out of school suspension" to be clearer.....otherwise ISS is confusing	Reviewed	Revised on page 5	
Positive Alternatives to Out-of-School Suspension	05	Pg. 10-we reviewed and agreed on the abeyance -all students given opportunities	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Pg. 8-Fulfilling the terms of the Abeyance Contract? Consider: if the student fulfills the terms of the Abeyance Contract, the student may have their suspension shortened or eliminated.	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Positive Alternatives to Out-of-School Suspension	05	Pg. 8-What happens if administrators do not offer an abeyance contract?	Reviewed	This will be addressed through training	
Positive Alternatives to Out-of-School Suspension	05	Pg. 8-ISS-not clear	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	PG. 8-DAEP.. "continue their education...."What does this mean? They can continue taking classes? Where (at Project MORE)?	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Pg. 8-reflection form...What happens to the form?	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Pg. 8-PIC's...de-escalate the situation...what situation?	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Pg. 8-Consider: The purpose of PICs is to provide disruptive students a place to go outside of class. A teacher can send a student to the PIC for a short time only (no more than 30 minutes or the remainder of one class period, whichever is less). The PIC will provide a positive and supportive environment where students can de-escalate if they are feeling angry, overwhelmed, or in need of a time-out. The social worker in the PIC will help students fill out a reflection form and work with the students to develop social and emotional tools they can use to handle their feelings, focus on learning, and return successfully to the classroom.	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Pg. 9- The Draft Code indicates that students "may take a short time... to de-escalate if they feel angry, overwhelmed, or in need of a time-out." (Draft Code at 6; see id. at 8 (under "Positive Intervention Centers").) While Mendoza Plaintiffs have no objection to the de-escalation time-outs or the PICs at which the time-outs will take place, the language of the Draft Code seems to suggest that students decide whether to take these time-outs. Mendoza Plaintiffs presume that teachers and other school staff can also make the decision about whether a student should take a de-escalation time out. If they are correct, they suggest that the District revise the Draft Code language to make this clear.	Reviewed	<b>Revised to add "so that a teacher can provide a student a short time..." on page 5</b>	
Positive Alternatives to Out-of-School Suspension	05	On page 9, The statement that the administrator MUST offer abeyance contracts when the violation is mutual combat, should include wording such as" unless there are serious injuries" .	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Page 9. Abeyance contracts must be offered? Does that mean parents cannot appeal?	Reviewed	N	Parents may still appeal
Positive Alternatives to Out-of-School Suspension	05	Clarification between ISI and ISS; is ISI student reassignment?	Reviewed	This will be addressed through training	
Positive Alternatives to Out-of-School Suspension	05	Pg. 9-Abeyance means to not instantly enforce the suspension. An Abeyance Contract.... Abeyance Contracts must be offered by administrators when a student has violated the following infractions: • Mutual combat (fighting) • Possession or use of drugs or alcohol	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Positive Alternatives to Out-of-School Suspension	05	Pg.9-ISS is an alternative to short-term suspension where students may be supervised by a highly qualified teacher or other staff member. The students in ISS will continue to receive their core curriculum. (are they excluded from electives or extra curricular activities?)	Reviewed	N	
Due Process	06 - 07	Pg. 12-Does a parent have the right to send their child to school during the appeal? Is the student still suspended if the violation is non-violent	Reviewed	N	No and Yes
Due Process	06 - 07	Pg. 12-The Draft Code (at page 12) describes the appeal process and timeline for longterm suspensions, which can take up to 36 days. However, level 4 long-term suspensions which presumably involve the most common long-term suspensions are from between 11-30 days. Mendoza Plaintiffs are concerned about the possibility that a long-term suspended student may successfully appeal their suspension, but will be unable to do so until they have already served the entirety of their long-term suspension. Mendoza Plaintiffs are however mindful that the timeline provided in the Draft Code reflects maximum amounts of time within which specific steps in the appeal process are to occur.	Reviewed	N	
Due Process	06 - 07	We like the description of "due process."	Reviewed	N	
Due Process	06 - 07	Pg. 12-concern about "ongoing threat of disrupting the academic process:...suggest "disrupting the academic process" and removing "ongoing threat of"	Reviewed	Remove "ongoing threat of" and add "disruption of" (corresponding change to regulation) on page 6	
Due Process	06 - 7	The Draft Code provides a chart in which the long-term suspension decision and makes clear that if the student ultimately is administered a long-term suspension (regardless of whether they opt to serve that suspension at home or in DAEP), the time during which the student was short-term suspension pending the hearing will be "counted" toward their long-term suspension. Mendoza Plaintiffs believe this portion of the Draft Code should be revised to provide this clarification.	Reviewed	Revised, page 7	
Action Levels	08	We understand the increase to a level 4. As long as it is ongoing and escalating and interventions are documented in Synergy, we feel sometimes an out of school suspension is warranted.	Reviewed	N	
Action Levels	08	At the elementary level, we feel possession and use should be higher	Reviewed	N	
Action Levels	08	Possession of drugs or alcohol should still be automatic hearing, no matter first, second or third. With the option of abeyance for the first violation as is. Second offense should be long-term 45 days or more. Possession once is a mistake, 2 or more is not a mistake. Leave in hands of hearing officer. Should remain level 4 and go to hearing.	Reviewed	N	



Section	Page(s)	Comment	Result	Revision	Responses to Questions
Action Levels	08	Remove "ISI and Abeyances" from Discipline Review Team, ISI and abeyances occur far too frequently to be monitored in real time by the Team	Reviewed	Revised to clarify that immediate communications occur for suspensions but that the Team will still review the use of ISI and Abeyances on page 9	
Action Levels	08	Under Level 1: Before referring a matter to site administration, classroom teachers are expected to employ at least <u>three</u> classroom-level interventions <b>with proper documentation</b> .	Reviewed	Revised to add "with proper documentation" on page 8	
Action Levels	08	Please clarify: "3 classroom interventions" before student behavior is expected to be addressed to admin-what does that look like in an elementary school where classroom teacher has that student all day? Clarify what that "time frame" looks like for elem, middle and high school levels?	Reviewed	This will be addressed through training	
Action Levels	08	Top of page 8 – We do not agree that it should be <u>mandatory</u> that administrators offer abeyances for fighting, and possession or use of drugs and alcohol.	Reviewed	N	
Action Levels	08	Pg. 14-reorganization of responses-we thought this list is a mix of interventions and consequences, like detention is not an interventionist's a consequence...maybe make it clear what a consequence is vs. an intervention, <b>two columns rather than three, with clear labeling of what is a consequence vs. an intervention</b>	Reviewed	This will be addressed through training	
Action Levels	08	Pg. 14-concern about mutual combat going to level 4... One kid assaulting another is most serious, we're okay treating that as Level 4 Then, one kid is aggressor, but other kid responds and both engage in a fight – we agreed on those also being considered a "mutual assault" – DOJ agreed with treating these as 1-3 day suspension as a lesser form of Level 4...they don't object to treating them as two different levels of assault Then (what we think of as most incidents), two kids in a classroom, one says something to the other, they start talking and pushing back and forth...then that's the end of it, or someone throws a punch ... we think that would still be treated as a Level 3 o Seriousness of the physical conduct and the potential for being hurt + both kids targeting each other is a good line...that they walked away should not be the line o Intention of central folks is different than the intention of admins...even now, assault is being overused as we see in Q3...OUR MAIN CONCERN IS THAT INCIDENTS THAT ARE CURRENTLY BEING CODED AS A FIGHT WILL NOW START BEING CODED AS LEVEL 4s WITH EXCLUSIONARY ... Maybe consider changing the definition of assault, taken from criminal code....if we mean one kid attacking another we should say that in the definition	Reviewed	This is a training issue that will address the use of Level 3 "Other Aggression"	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Action Levels	08	We agree with the idea that no more than 3 classroom level interventions for behavior needs to be addressed by administration-having a limit helps	Reviewed	N	
Action Levels	08	For substance abuse workshops, consider partnering with external organizations (TUSD used to do this) that can come in and do an evaluation with the student and the family to determine the root cause of potential addiction. If you are using social workers, they could also incorporate the student's family into the workshop and into fight mediations.	Reviewed	N	
Action Levels	08	Level 1 classroom interventions should be every semester, not every nine weeks	Reviewed	Revised to every semester on page 8	
Action Levels	08	Fighting is an automatic level 4, which will impact our students here	Reviewed	This will be addressed through training	
Action Levels	08	On page 14 "student agrees to attend drug or alcohol use workshop". Who will conduct the workshop?	Reviewed	This will be addressed through training	Social workers, counselors, RPPCs, etc.
Action Levels	08	At top of page 14, consequences is misspelled	Reviewed	Revised	
Action Levels	08	I applaud the effort to reduce the consequences for first time offenders of mutual combat and possession or use of drugs and alcohol. However, I caution that for mutual combat that seriously disrupts the school atmosphere, that leeway be given to administrators to remove students from school environment for the full three days.	Reviewed	N	
Action Levels	08	Pg. 14-Comments: A high school teacher has 165 students, seen in groups of 30 - 36. Requiring them to make 3 level one interventions before sending to MTSS every nine weeks is too time consuming. Further, I can understand resetting every nine weeks for young children, but not young adults. At 14-21, three times per school year should be enough. Also, currently, there is not enough MTSS staff to handle referrals in a timely manner, meaning that as the students do receive level 1 interventions by the teacher, without consistent follow up, behaviors continue and impeded the educational process for all students to due classroom disruption, and the time it takes the teacher to do the required documentations. Suggestions: Since high school students typically have 6-7 teachers, level 1 interventions should be counted inclusive of all teachers of the student who are identifying the behavior. MTSS staff increased to handle all of level 1 and 2 referrals within a reasonable time frame. To assess how much more staff is needed, survey classroom teachers, asking how many times they haven't made the referral due to lack of time to document, or number of times they received no response from MTSS team. I believe it is developmentally appropriate for young adults - high school age students- to receive only three level 1 or 2 classroom interventions by teacher per year; not per quarter.	N	Revised to every semester on page 8+G27	
Action Levels	08	Pg-13: Guidance-What actions can teachers take? This document does not seem to provide for teacher rights to assign disciplinary consequences, unless I have missed something.	Reviewed	N	Level 1 actions, no revision
Action Levels	08	Pg. 13-level 1- parent notification and conference request-Just a request?	Reviewed	N	yes, we cannot force parents to attend a conference



Section	Page(s)	Comment	Result	Revision	Responses to Questions
Action Levels	08	Pg. 13-For the whole chart, is the text going to be different sized fonts and colors, as it is here?	Reviewed	N	No
Action Levels	08	Pg. 13-include components of restorative conferences/circles	Reviewed	Add "see page 3" after "restorative conference/circles" on page 8	
Action Levels	08	Pg. 13-Action Level 3 should mandate at least in-school suspension, with the restorative actions required prior to re-integration into the school population. Most of the Level 3 violations listed are serious enough to warrant immediate suspension, not just in the case of continued or escalating misbehavior.	Reviewed	N	
Action Levels	08	Sexual harassment violation changed from level 3 to level 4; Indecent exposure/public sexual indecency and sexual harassment w/ contact changed to level 5 with police contact	Reviewed	N	
Action Levels	08	Pg. 14-What defines "on-going and escalating" on Level 3?	Reviewed	This will be addressed through training	
Action Levels	08	On pages 14 and 15, mutual combat lists two different consequences	Reviewed	Added "a second fight may result in a long-term suspension if approved by the Discipline Review Team and Ass't Sup't" on page 9	
				Added "or second offense" on page 10 (to match the update on page 9)	
Action Levels	08	Consider adding a loss of privileges and community service component	Reviewed	N	
Action Levels	08	9 weeks seems like a long time in level 1	Reviewed	N	
Action Levels	08	Under level 4: what's an intake interview after suspension?; principals should be able to check for drugs and alcohol after a student offender returns without a time limit	Reviewed	N	
Action Levels	08	Pg. 14-Bold 1st and 2nd offense on page 13, action level 4 regarding possession or use of drugs.	Reviewed	N	
Action Levels	08	What is the substance abuse workshop? Is it free? Does the district offer the class?	Reviewed	This will be addressed through training	
Action Levels	08	Pg. 14-Clarify "every 9 weeks." Do teachers have the authority to decree all of these consequences? (Consider adding "hand shake along with verbal/written apology.	Reviewed	N	
Guidelines for Applying Consequences	09	at the acknowledgement part, change the color so that parents know that they have to sign and return	Reviewed	N	
Guidelines for Applying Consequences	09	there is a typo: "Remainer" instead of "Remainder."	Reviewed	Revised	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Guidelines for Applying Consequences	09	Under the Guidelines for Applying Consequences on page 12 it says: <b>2. Principals and APs at the elementary level (Pre-K-5<sup>th</sup> Grade) may consider all violations, with the exception of possession of firearms or any incidence of threat to an educational institution , at one level lower than that of the actual violation.</b> Our understanding is that elementary principals and APs have been directed to impose consequences at one level lower, it is not an option. If it is not an option – it cannot say MAY	Reviewed	N	It is an option
Guidelines for Applying Consequences	09	Pg. 12-If elementary principals and APs are <b>directed</b> to impose a consequence at one level lower, consider adding a column for action levels headed Elementary	Reviewed	N	It is an option
Guidelines for Applying Consequences	09	Pg. 16- Mendoza Plaintiffs are confused about the District's approach to elevation of disciplinary consequences and are concerned about how elevations may be applied under the approach proposed in the Draft Code. As an initial matter, as reflected in the current operative GSRR, the parties and Special Master previously agreed to elevations of disciplinary consequences of no more than one level. (See GSRR at 21 (Administrators "will not permit a single type of behavior to be elevated more than one level, regardless of frequency or occurrence").) Mendoza Plaintiffs are concerned that students with repeat relatively minor level 1 violations, for example kissing six times within a nine-week period, could end up being administered exclusionary discipline if consequences are elevated two levels under the Draft Code language. Mendoza Plaintiffs presume that the proposed Draft Code language will not so be applied, however, they are confused about what issue(s) the District may be trying to address by permitting elevations of two levels. Their confusion is compounded by their understanding that the District has in the past only infrequently elevated students' disciplinary sequences. Mendoza Plaintiffs therefore request clarification on this issue and other issues raised by the proposal to allow for elevations of two levels.	Reviewed	N	
Guidelines for Applying Consequences	09	#1, where it is stated , "must communicate with Student Equity immediately" when suspending students, admin is saying that notifying immediately might be impossible and would like further written communication on this topic	Reviewed	N	
Guidelines for Applying Consequences	09	Pg. 16-bold the words "with approval "regarding elevating discipline levels	Reviewed	<b>Revised to bold and underline the words "if approved" on page 9</b>	
Guidelines for Applying Consequences	09	item 1-"communicate with student equity..." communicate what? "Equity will review all suspensions..." for what?	Reviewed	N	To ensure consistent application of the GSRR
Guidelines for Applying Consequences	09	item 2-"shall consider all violations..."this is not clear. Example?	Reviewed	This will be addressed through training	
Guidelines for Applying Consequences	09	item 3-not clear	Reviewed	This will be addressed through training	
Guidelines for Applying Consequences	09	item 4-'waiver of mandatory actions...' not clear	Reviewed	This will be addressed through training	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Guidelines for Applying Consequences	09	item 8-Actions. Why capitalized now? Not clear and repetitive	Reviewed	N	
Guidelines for Applying Consequences	09	item 9-but no other defenses?	Reviewed	N	
Guidelines for Applying Consequences	09	item 10-not clear	Reviewed	This will be addressed through training	
Guidelines for Applying Consequences	09	Page 16. Rough play is not addressed. Clarification needed – Do all level 2 infractions go to administrators directly	Reviewed	N	Teachers may but are not required to address Level 2 behaviors
Guidelines for Applying Consequences	09	PG. 16-“... must communicate with the Discipline Review team immediately to jointly review the suspension. –It should not be necessary for a Discipline Review team to immediately review the suspension. –This action should remain with the principal. If the principal has a question about the need or requirement for the suspension – they can make the call to the Assistant Superintendent or Director/Discipline Review team. These should be an option not a mandate. – Monitoring is not determining or deciding the actions of the principal. – Monitoring is reviewing and providing insight to the principal after the fact.	Reviewed	N	
Guidelines for Applying Consequences	09	PG. 16-We are not in agreement with the statement in section 3. ... If approved, the Discipline Review Team will forward the request to the Assistant Superintendent for final approval. These suspensions need to be made in a timely manner and not be placed into a waiting game for approval. Principal is trained or may be trained on the requirements for suspensions. Principals may then act on these issues quickly and correctly under the guidelines that are required by the district.	Reviewed	This will be addressed through training	
Guidelines for Applying Consequences	09	PG. 16-...An administrator must immediately notify an Assistant Superintendent and the Discipline Review Team when law enforcement is contacted. – Principals are currently sending this information to their directors as needed. What is the importance of having to “immediately notify an Assistant Superintendent and the Discipline Review Team” we need to show that we trust the work of the principal.	Reviewed	This will be addressed through training	
Guidelines for Applying Consequences	09	Pg. 16-Clarify item #2.	Reviewed	N	
Guidelines for Applying Consequences	09	Pg. 16-On #6, is this true for all cases or is it case by case?	Reviewed	<b>Revised to include bold on “shall consider”</b>	
Guidelines for Applying Consequences	09	Pg. 16-2nd bullet-is this a new thing?	Reviewed	N	
Guidelines for Applying Consequences	09	Pg. 16-very important info but needs bigger font	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Mutual Combat	10	Pg. 14-it appears that the approach reflected in the Draft Code would result in a great expansion of exclusionary discipline with respect to misbehavior that does not now warrant such discipline and effectively return the District to the approach that was so problematic in the 2016 GSRRFAQ. Further, by making all "mutual combat" a level 4 infraction requiring at least some suspension days, the Draft Code conflicts with USP Section VI, B, 2, a, requiring that exclusionary discipline be limited to "ongoing and escalating" misbehavior imposed after appropriate interventions have been attempted and documented.	Reviewed	This will be addressed through training	The District expects this change to result in less days out of school by addressing fighting with mediation and abeyances rather than long-term suspension
Mutual Combat	10	Mendoza Plaintiffs are particularly concerned with the Draft Code approach to "mutual combat" given that, following (and notwithstanding) delivery of the October 20, 2016 Principals' Letter to TUSD principals, District data showed a pattern of TUSD administrators improperly coding incidents as "Aggression-Assault" and administering exclusionary discipline even though "a significant number of the incidents... involve[d] mutual conduct, and therefore should, based on the information provided, [have been] treated as Aggression-Fighting (and therefore not... [have led to the imposition of] exclusionary discipline)." (See January 5, 2017 United States' Evaluation of Fighting Incidents memo.) Based on this experience, Mendoza Plaintiffs believe that, as a practical matter, were the Draft Code to take effect, teachers and administrators would similarly overcode incidents of aggression between students as "mutual combat" resulting in exclusionary discipline.	Reviewed	N	
Mutual Combat	10	"Mutual Combat (Fighting)" is "defined as a physical altercation in which both parties are willing participants, where a preponderance of evidence notes that both parties 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 in the physical altercation/fight." (Draft Code at 15.) This definition appears to be very fact-intensive, requiring a detailed assessment of the circumstances around a physical altercation and does not seem to fully appreciate that fights often can occur within a matter of moments (thereby complicating assessment efforts) or that it may often be the case that investigation of a physical altercation may result in little or conflicting information on the circumstances surrounding such altercation.	Reviewed	N	
Violation Charts	10 - 17	Negative Group Affiliation-we would like to see this as a [possible school safety contact]	Reviewed	N	
Violation Charts	10 - 17	Leaving School Without Permission: We are seeing many students who come from homes of trauma running or hiding off campus. We feel this is a level 2 offense as it is a high safety concern.	Reviewed	N	
Violation Charts	10 - 17	Page 18-22, (Per Arizona Revised Statute) should be added to each box.	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Violation Charts	10 - 17	"fighting" where it states in bold, "will be granted an automatic waiver of the mandatory long-term suspension-more clarification on what the "waiver" would be	Reviewed	N	The waiver means mutual combat does not automatically carry a mandatory long-term (10-30 day) suspension like other Level 4 violations
Violation Charts	10 - 17	The Site Council loved that fights were elevated to a 4. We were all of with the verbs being changed and some of the categories being combined. All other wording that was changed was also accepted.	Reviewed	N	
Violation Charts	10 - 17	Members questioned why "Other School Threat (verbal) went down from a 5 to a 4. Carol Rodriguez explained what a 4 meant as far as suspension versus a 5 which means long term hearing and an expulsion hearing. Also went over what Pima County Sheriff's Department does when called for this kind of threat. Site Council is OK with a level 4.	Reviewed	N	
Violation Charts	10 - 17	We like the defiance towards authority has been raised to a level two.	Reviewed	N	
Violation Charts	10 - 17	We are concerned that the increase in verbiage in the definition of a fight might make it more difficult to give consequences for fights. We are also concerned about the "evidence" required that could be manipulated.	Reviewed	N	
Violation Charts	10 - 17	We are concerned about truancy as a level 1 consequence. This is a safety issue. We think it is more of a safety concern at middle school or lower grade levels versus High school level students. We are also concerned about student's not taking truancy seriously which could effect safety of students during lockdowns or fire drills. We would like students walking out of class to be considered to be more than a level 1 offense. We also think students should face more than a level 1 for leaving school grounds without permission because we are required to contact law enforcement if students are missing off of school grounds.	Reviewed	N	Repeated truancy may be elevated if interventions do not work to correct the behavior
Violation Charts	10 - 17	We also have concerns regarding the level of vandalism in the GSRR.	Reviewed	N	
Violation Charts	10 - 17	Decreased verbiage in the definition of a fight particularly where it says "where a preponderance of evidence notes that both parties 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 in the physical altercation/fight"	Reviewed	N	
Violation Charts	10 - 17	Firearms section: Description is confusing.	Reviewed	N	
Violation Charts	10 - 17	Firearms section: It says "without authorization by a school administrator." Why would someone be authorized to have a firearm or other weapon? We don't agree with that.	Reviewed	N	
Violation Charts	10 - 17	Pg. 17-definition of assault matches threat or intimidation...not aligned, should be differentiated – another reason not to use the definition for assault	Reviewed	<b>Revised definition of Assault</b>	
Violation Charts	10 - 17	PG. 18-Unknown Drug" is confusing, not sure if it is even used. If not, does it need to be included?	Reviewed	N	
Violation Charts	10 - 17	In the Assault section page 17, check for punctuation	Reviewed	<b>Revised</b>	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Violation Charts	10 - 17	Pg. 19-The definitions of Total defiance and Disorderly Conduct need to be clarified. Total defiance needs to be addressed more seriously. It destroys the learning environment, can potentially be dangerous, ties a school in knots, and keeps valuable personnel from doing their jobs. It needs to be a suspendable offense. Disorderly conduct at the elementary level does not allow for out of class time (with the action level being lowered one level).	Reviewed	N	
Violation Charts	10 - 17	Pg. 16-"the AZ Dept. of Ed has identified...." Where? When? This section is legalistic, and the tone is very different from above. Can we bring them closer, if you will, in tone and language?	Reviewed	Revised, removed reference to the ADE	
Violation Charts	10 - 17	Pg. 16-Fighting (mutual combat) The term "mutual combat" is unnecessarily vague. Consider "mutual fighting. Preponderance of evidence...Why this standard? Do readers understand what this means, and is it to apply in the legal sense?	Reviewed	N	
violation Charts	10 - 17	Pg. 16-Assault-Given that this is the legal definition, it may be helpful to provide some natural language about what this means, particularly as compared to "fighting."	Reviewed	Revised definition of Assault	
Violation Charts	10 - 17	Pg. 17- Agg assault "teacher or school employee...."It seems as though enough students are charged with this that it is worth highlighting.	Reviewed	N	
Violation Charts	10 - 17	Pg. 20-criminal damage definition-"administrators may consider...." And teachers?	Reviewed	N	
Violation Charts	10 - 17	Pg. 21-combine the two technology violations into one	Reviewed	N	One is a Level 2, the other is a Level 3
Violation Charts	10 - 17	Pg. 21-"posting videos of fights..."Not certain this should go here-the students don't use school property to post	Reviewed	N	
Violation Charts	10 - 17	Pg. 21-threat/intimidation "intentionally placing another person..."Same definition is in the assault violation	Reviewed	Revised definition of Assault	
Violation Charts	10 - 17	Pg. 22-These last pages need revising and editing.	Reviewed	N	
Violation Charts	10 - 17	Pg. 23-Firearms -Revised to align with Policy JICI	Reviewed	N	
Violation Charts	10 - 17	Pg. 24-Simulated Firearm-Comments: Section on simulated firearms needs to be clarified. As currently written, something as simple as pointing your finger at somebody and saying "Bang" could be described as a simulated firearm	Reviewed	Added reference to Policy JICI on page 17	
Violation Charts	10 - 17	Pg. 19- The one area I think needs further attention is Attendance. I see no consequences for chronic absences. It used to be that students earned No Credit if they missed too many high school classes. However, with the adoption of Synergy, I understand that is no longer the case. When I look at the GSRR, it seems that any attendance issue is Level 1, but that seems unlikely to solve attendance problems. I'd recommend returning to the NC system, as well as instituting a progressive consequence system in the GSRR that allows administrators to escalate consequences for repeated attendance issues.	Reviewed	N	In extreme circumstances, a site may request an elevated consequence
Violation Charts	10 - 17	Looks like a typing error on page 2 in the Arson section. "But ma" should be "But may?"	Reviewed	Revised	



Section	Page(s)	Comment	Result	Revision	Responses to Questions
Violation Charts	10 - 17	Page 21- Clarify conflict vs. bullying	Reviewed	N	
Violation Charts	10 - 17	Page 22. What is the elementary version of harassment, sexual contact?	Reviewed	N	
Violation Charts	10 - 17	Pg. 20-Vandalism damage "exceeding \$5000" should be lowered to \$500 to have more impact in deterring vandalism	Reviewed	N	
Violation Charts	10 - 17	Pg. 22- Sexual Harassment violations are inconsistent with our mandatory reporting policies.	Reviewed	N	
Violation Charts	10 - 17	Pg. 17-drug vio definition-On school grounds?	Reviewed	N	
Violation Charts	10 - 17	Pg. 23- petty Theft Stealing cash, or property, valued under \$100 – We feel this violation should be Action Level 3 or the value changed to be under \$50.	Reviewed	N	
Violation Charts	10 - 17	Pg. 22-Harassment, Sexual – We feel this violation should be Action Level 4	Reviewed	N	
Violation Charts	10 - 17	Pg. 22-Pornography – We feel this violation should be Action Level 4	Reviewed	N	
Violation Charts	10 - 17	Pg. 34-Dangerous Items: Possessing a knife with a blade length of less than 2.5 inches, air soft gun, b.b.gun, laser pointer, letter opener, mace/pepper spray, paintball gun, pellet gun, razor blade/box cutter, simulated knife, Taser or stun gun, tear gas, firecrackers, smoke and stink bombs, gas, lighter fluid, and 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). – We feel the highlighted items should be moved to the category "Other Weapons" and be Action Level 4.	Reviewed	N	
Violation Charts	10 - 17	Truancy will not be reduced until it is elevated above a level 1. We have pages of interventions for teachers and administrators to keep students in class; but treat intentional student absence as a minor offense.	Reviewed	N	
Violation Charts	10 - 17	Tardiness/truancy should automatically be elevated to the next level after a set number of occurrences. For example, after 10 occurrences it becomes a level 2 offense. After 10 more, it becomes a level 3. These students are negatively impacting the learning of all other students on a daily basis and must be stopped.	Reviewed	N	A site may request an elevated consequence
Violation Charts	10 - 17	Attendance violations should not be level 1. That is not strong enough. Compare to district attendance data. Is this level working to curtail ditching or tardies?	Reviewed	N	A site may request an elevated consequence
Violation Charts	10 - 17	We need more explicit definition of sexual harassment with contact. Does "Slap Butt" qualify?	Reviewed	N	
Violation Charts	10 - 17	Pg. 18-Add vapes to the tobacco violations	Reviewed	Revised, added to page 11	
Violation Charts	10 - 17	Pg. 16-On page 16, everything should be level 3 or higher	Reviewed	N	
Violation Charts	10 - 17	Pg. 17-under endangerment, please give better examples than skateboarding on campus	Reviewed	Revised to include more examples	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Violation Charts	10 - 17	Pg. 19-some of the elements seem more serious than others, for example categorizing not following directions as the same as swearing at a staff member lacks merit; perhaps swearing at a staff member could be categorized under threat and intimidation	Reviewed	N	
Violation Charts	10 - 17	Pg. 20- Under graffiti and tagging- or "other surface" is too ambiguous; does it pertain to property other than TUSD property?	Reviewed	N	
Violation Charts	10 - 17	Pg. 19-add swearing at staff members under threat or intimidation to increase the action level	Reviewed	N	
Violation Charts	10 - 17	Pg. 22-under sexual assault or rape- the age of consent law should be stated	Reviewed	N	
Violation Charts	10 - 17	Pg. 18-under tobacco violation, there should be an exclusion for Native student cultural/religious possession (e.g., medicine pouches). This type of possession should also be addressed in the search and seizure provisions of the GSRR to ensure appropriate cultural handling.	Reviewed	N	
Violation Charts	10 - 17	Pg. 19-under Disruption -- there is no clear definition for "out-of-seat behavior." Without a clear definition, it is too broad and left to the sole discretion of the teacher. There is no clear expectation for the student to understand and adhere to.	Reviewed	N	
Violation Charts	10 - 17	Pg. 19-The words following "Contraband and combustible" are misspelled	Reviewed	Revised	
Violation Charts	10 - 17	Pg. 22-Consider making sexual harassment a level 4 in some cases	Reviewed	N	
Violation Charts	10 - 17	Pg. 23-fenced commercial_____ We think the word building is missing	Reviewed	N	
Violation Charts	10 - 17	Pg. 24- include scissors	Reviewed	N	
Violation Charts	10 - 17	Pg. 17-Defiance and Disrespect towards authority and non-compliance should not be a level 2. It should be a level 3.	Reviewed	N	
Violation Charts	10 - 17	Pg. 19-Lighters in school premises with intent to use should be a level 3	Reviewed	N	
Violation Charts	10 - 17	Pg. 18-alphabetize the chart	Reviewed	N	
Violation Charts	10 - 17	use bigger font	Reviewed	N	
Violation Charts	10 - 17	very important info but too small-font hard to read	Reviewed	N	
Discipline Related Policies and Regs	18 - 19	Pg. 10-Bus consequences should be better defined	Reviewed	N	
Discipline Related Policies	18 - 19	Dress code and cell phone policy needs more explanation/detail.	Reviewed	Add statement that policies are available upon request at any school site, family center, or District office on pages 18-19	
Discipline Related Policies	18 - 19	Weapons (JIC) "weapons are not allowed on campus or property without prior authorization." This needs more with clarity. Prior authorization from whom?	Reviewed	Add "by a school administrator" on page 18	
Discipline Related Policies	18 - 19	Discipline related policies should be placed in the back for reference	Reviewed	N	



Section	Page(s)	Comment	Result	Revision	Responses to Questions
Discipline Related Policies	18 - 19	Great links in the back of the manual to different policies so they are easy to find.	Reviewed	N	
Discipline Related Policies	18 - 19	Pg. 10-attendance policy-Is this code distributed to students in hard copy at the beginning of the year? Or do students and parents only have access online? I think they should only have access online, except for the form that acknowledges that they read and will follow the Code, which should be distributed to parents directly.	Reviewed	N	Yes, and they have access to it online
Discipline Related Policies	18 - 19	Pg. 10-Bus rules-Misleading. Consider removing—parents and students should sign a form that requires that they acknowledge that they know and agree to follow the rules. In that case, it is not that they “should discuss” or “make sure they know.” Rather, they “must”—they are required to adhere to the rules, and they sign a form that acknowledges as much.	Reviewed	N	
Discipline Related Policies	18 - 19	On page 9, there should be a summary of the policies, not just a web link.	Reviewed	N	
Discipline Related Policies	18 - 19	Descriptions under the policies are too brief especially for the cell phone policy; Page 12 eliminate abbreviations	Reviewed	N	
Discipline Related Policies	18 - 19	Pg. 10-the dress code policy needs to include allowance of traditional dress/regalia and honor symbols (e.g., eagle feathers) for important school events (e.g., graduation).	Reviewed	N	
Discipline Related Policies	18 - 19	Pg. 10-“pre authorization for weapon” What does that mean?	Reviewed	N	
Discipline Related Policies	18 - 19	Pg. 10-Ex Ed handbook should be a part of this info too	Reviewed	Revised to include web link	
Discipline Related Policies	18 - 19	Pg. 10-Left justify all policies and regulations	Reviewed	N	
Due Process 504/IEP	19	Pg. 11-“and students suspected of having a disability.....:Not clear. Can anyone not be suspected of having a disability. “may be disciplines in the same manner as any other student... “this is unclear. Manifestation Determination...who must be included in the conference? Who leads of facilitates it?	Reviewed	This will be addressed through training	
Due Process 504/IEP	19	Pg. 11- Mani Paragraph-Do they use data or evidence, or can they just conclude based on their own private measures? “Develop an appropriate behavior plan...”When?	Reviewed	This will be addressed through training	
Due Process 504/IEP	19	Pg. 11-:The district may impose....“Who is the district? As determined by who? Please assign an individual, etc.	Reviewed	Removed “the district” and added “the hearing officer” on page 19	
Due Process 504/IEP	19	Pg. 11-“the district has no obligation to continue to provide.... “ Not clear	Reviewed	Added “pursuant to the 504 accomodation plan” on page 19 for clarification	
Due Process 504/IEP	19	Pg. 11-Where can readers go to find out more about the difference between 504 and IDEA, etc.?	Reviewed	Added a link to the ExEd Dep’t website on page 19	
Due Process 504/IEP	19	Pg. 11-“circumstances involving the use or possession.....: Not clear	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Due Process 504/IEP	19	Pg. 11-for those with IEP or 504 needs to be included in the following section under due process. Left justify and remove underline. Provide link to the EE handbook.	Reviewed	N	
Rights and Responsibilities	20	Pg. 26-This section should also be placed in the first pages of the document to provide a general overview, after the letter from the Supt., and to provide a foundation for the rules.	Reviewed	N	
Rights and Responsibilities	20	Pg. 26-perhaps the 4th bullet under parent and guardian responsibilities should be moved up; under the first bullet, "attend school daily according to school district adopted" should be eliminated	Reviewed	N	
Rights and Responsibilities	20	should be moved to after page 3.	Reviewed	N	
Rights and Responsibilities	20	Pg. 26-under Parent Responsibilities -- parents do not attend school every day.	Reviewed	N	
Rights and Responsibilities	20	Pg. 26-Separate student/parents rights and responsibilities into 2 pages.	Reviewed	N	
Annual Notifications	21	Do I have to attend if I don't want to	Reviewed	N	
General		We feel we need more information about :Reassignment to a different class". We would like "Temporary Alternative Setting" added	Reviewed	This will be addressed through training	
General		We feel that sometimes talking with school safety officers can be valuable. We are not requesting that it be an intimidating setting, just another adult who is worried about the safety of a student. There are times we would like to include the proactive resource of school safety at a level 3.	Reviewed	This will be addressed in training to ensure staff are clear that Safety can participate in interventions but not in administering disciplinary consequences	
General		A Board member noted that the placement review committee process [see 15-841] is not in the GSRR.	Reviewed	Revised to include the following note: "the PIC process is not a substitute for the placement review committee process in the ARS 15-841 or Article 14 of the TEA Consensus Agreement" on page 5	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Need to use "guardian" not just parent; Our Site Council feels that the language is written for "highly educated" individuals with education and background or working in a school; Page 4-last paragraph-Students or parent(s) may file a complaint with the site principal, assistant principal or, Student Equity at	Reviewed	Revised to include "guardians" on page 2	
General		Last night, in connection with IJNDB, the board noted that the direction in IJNDB references that students are responsible for not going to inappropriate places on the internet, but that is not cross referenced in GSRR. I know there is a misuse of tech there, and I am not sure if we made a clear connection to the applicable policies like we are now doing with guns.	Reviewed	IJNDB has not yet been approved	
General		Need a system of funded consequences (lunch det, after school) and a structured system	Reviewed	N	
General		Open Enrollment students are automatically on behavior plan (i.e.. 3 strikes out)	Reviewed	N	
General		All school should have adequate admin to deal with behavior issues; all schools have equal admin	Reviewed	N	
General		Removed disorderly conduct-now other aggression	Reviewed	N	
General		Level 3 should be level 4-such as sex harassment	Reviewed	N	
General		Add language around parent behavior/policy for parents to understand	Reviewed	N	
General		Policy for parents R&R with expectations on campuses	Reviewed	N	
General		The Rights and Responsibilities (p. 23) should be placed directly in front of the Code of Conduct Acknowledgement form (p. 5)	Reviewed	N	
General		GSRR should be available in more languages	Reviewed	N	
General		There are not proposed changes that are needed to the draft of the GSRR. However, we might need some clarification. A site council member was present when Dr. Trujillo talked about the GSRR and the use of yellow and red cards. Member stated that Dr. Trujillo stated that once a yellow card is given it does not have to be given again in the quarter and students are automatically the sent with office referrals.	Reviewed	N	
General		Please define incident	Reviewed	N	
General		It should be broken down by age appropriate levels and it truly is not. We also think it is too vague. Not specific.	Reviewed	This will be addressed in training	
General		The exclusionary consequences are confusing and so to help, we would like to see a basic table ("cheat sheet") at the front of the GSRR which then references to more detailed pages to define terms, as well as a glossary in the back. We would like to see more detailed descriptions of offenses towards the back of the GSRR packet after the basic table with violations and consequences at the front of the manual. We need this "cheat sheet" to interpret information and unclear terms.	Reviewed	This will be addressed in training	
General		We are concerned that their is not a clear system for addressing ongoing and escalating level two behaviors.	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		We also have some concerns about out of school suspensions in general, because students fall behind on school work and sometimes view it as free time. We think students would be better off in a DAEP type program where they will be supervised and continue to complete school work	Reviewed	N	
General		We don't like the term, "Mutual Combat." We think that "fighting," should be used instead of the term, "combat."	Reviewed	N	
General		There is a lot of color which looks nice online. If this is printed in B & W for the paper version, it would be a lot of ink used which is costly. We'd recommend less use of color for the printed version.	Reviewed	N	
General		Simplify the GSRR and put it in kid-friendly language	Reviewed	N	
General		GSRR needs to be differentiated by grade level	Reviewed	N	
General		We think we need more counselors and social workers at the elementary level	Reviewed	N	
General		Concerns about exclusionary practices-results in unsafe situations in classrooms when students are escalated	Reviewed	N	
General		When a child is removed from a classroom for extreme behavior, that time should be determined by the level of behavior, not an arbitrary time limit	Reviewed	Added "no more than" the remainder of one class period on page 5	
General		We felt that the new layout of the GSRR looked great. We really liked how the parent signature page was moved to the front of the book. We felt that moving fighting to a level 4 was appropriate. Terri the community representative for Whitmore was concerned about students that are defiant should have a more severe consequence. She felt that a disruptive student affects the learning of others and should be an immediate removal from the classroom. Overall, we felt the changes that were made were appropriate	Reviewed	N	
General		It needs more clarification and guidelines about DAEP and abeyances	Reviewed	N	
General		Concerned about using 910G funds to print the document	Reviewed	N	
General		Family friendly formatted	Reviewed	N	
General		PBIS integration is a good thing	Reviewed	N	
General		What is the status of Positive Intervention Centers?	Reviewed	N	see page 8, they will be in place in most MS, HS, and some K8s
General		Throughout the GSRR there is reference to Assistant Superintendent. I understand the title will change to Regional Superintendent.	Reviewed	N	
General		Good-no additional comments	Reviewed	N	
General		Cover page-are you using TUSD1 or not?	Reviewed	N	Not
General		Cover pg. -bold the word LOVE	Reviewed	N	
General		A Board member noted that the placement review committee process is not in the GSRR	Reviewed	This will be addressed through training	
General		we need to take out the LSC language if it is not already removed	Reviewed	Removed LSC reference, added counselors and RPPFs page 3	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Agree with adding mutual combat as there are often situations like this.	Reviewed	N	
General		include other inappropriate actions that require consequences if filmed or posted, like graffiti and vandalism	Reviewed	This will be addressed through training	
General		Agree with verbal school threat up to a level 4	Reviewed	N	
General		I do like how it's more detailed than the previous version. Makes a lot more sense now and I can understand it better.	Reviewed	N	
General		Question about discipline process for students with severe trauma. What is the plan for behavior supports? Student is continually disruptive and needs help.	Reviewed	This will be addressed through training	
General		More training for teachers and administrators related to the GSRR	Reviewed	This will be addressed through training	
General		How do you ensure consistent application of the GSRR through training (recommend that all new administrators participate in a 4 hour training – response levels, school safety perspective, scenarios in a classroom environment)	Reviewed	This will be addressed through training	
General		Dr. Trujillo's letter, second paragraph – determine is spelled wrong; page 18 – Cheating – spelling error on line one. Also, section on Arson – Arson of a Structure – misspelled word work in parenthesis.	Reviewed	Revised	
General		I would like to see suspensions of children whose parents do not return the calls to the school when the child is involved in a disciplinary situation. It is not fair to children whose parents are involved and attentive to be victimized by students whose parents avoid any responsibility for their children's behavior. I would say that if a parent does not respond to the school when they are trying to contact them regarding a disciplinary issue, the child is suspended until the parent responds. If this lasts more than two days, social services is contacted.	Reviewed	N	
General		The other issue my child has at school is an inability to learn due to a disruptive class where the teacher refuses to take action against the children who are disrupting the class. I believe a lack of disciplinary enforcement by teachers should be grounds for discipline for them, including potential termination. If my child is the victim of a crime, any crime, i.e. assault, theft, etc., I would like to be notified immediately. How am I supposed to feel secure that my child is safe at school if I am not notified when he is the victim of another child. This happened recently and it has destroyed my trust in the school's engagement in the safety of my child.	Reviewed	N	The District seeks to immediately contact parents when a crime occurs
General		Please don't ask teachers to enforce dress code unless the administrators back us. Every year this is a problem. Be consistent in enforcing and make it the admin's problem not the teachers!!	Reviewed	This will be addressed through training	
General		The team reviewed the process and agrees the plan is comprehensive and have no suggestions for improvement. It is long so our hope is that parents and students will take the time to read it and understand that TUSD stands behind the document.	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Simplify the information is the GSRR as much as possible and focus on key points that are the most important for the parent and student to know about each topic. The policies and justifications for practices should not be included in the text of the GSRR. All of this information can be indexed on the last page of the GSRR with sites/info on where a parent can access the policies and justifications if they choose to do so. As a parent, when I look at the GSRR I want to clearly be able to ascertain 1) What my and my student's expectations are 2) what the school's responsibilities are 3) what the violations/consequences are if my student gets in trouble and 4) How the school will act on each consequence	Reviewed	Revised, policies moved to the back of the handbook	
General		Zero tolerance (action levels 4 or 5) for any form of sexual harassment. From verbal to rape	Reviewed	N	
General		The dress code is sexist. 90% of the articles of clothing listed that can not be worn, are for girls. The types of clothing are also outdated. As a teacher I understand there is a line but we have better things to be doing than checking if a student is showing her shoulder. Suggestion- Please Update the article of clothing or create some blanket statements that can apply to all genders. For example "no clothing that reveals undergarments or the swimsuit area." Also state why TUSD has this policy in the handbook.	Reviewed	N	The District is in the process of revising the dress code policy

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		<p>Comments: Dress code violations regarding "distracting" clothing need either to be fully supported by administrators, or we need to rewrite that section of the GSSR. High school students at my site routinely wear "yoga pants" or sports pants which are skin-tight, revealing TMI. Many, many students use extremely short shorts. Many, many students wear spaghetti straps or off-shoulder blouses.</p> <p>When the high number of infractions becomes so unwieldy as to be impossible to address, it appears that that rule does not "count." When one rule does not matter, the other rules quickly come into question. When there appear not to be consequences for breaking a small rule, it is easy for students to extrapolate that there are no consequences for breaking any rule. Also, the claim that the district is not dictating "style" can be contested quickly by students who will say that that is exactly what the district is doing. Suggestions: Simplify and abbreviate the dress code description. Word it positively, rather than as a list of what is not allowed. Set it as a goal, not a rule. Example: "Dress as if you take yourself and your education seriously." Instead of penalties / consequences (of which there are none at this point), either have a discussion about what that description would look like, or just chalk the offending attire up to the student's answer: "I don't take myself or my education seriously." As a teacher, I simply cannot address the astounding number of dress code violations I encounter, although I do take my responsibilities seriously and wish to uphold the GSSR in my classroom. Have a student-produced fashion show at the beginning of the school year, showing examples and non-examples of school-appropriate clothing. Include prices, so students cannot claim that it would cost too much. Give PBIS "bucks" for appropriate clothing. Direct students to a clothing bank, if indeed they cannot afford to purchase school-appropriate clothing.</p>	Reviewed	N	The District is in the process of revising the dress code policy
General		<p>Comments: The GSSR is full of highly complex language and acronyms. Suggestions: Provide a glossary of terms Provide a simplified version for elementary schools</p>	Reviewed	N	
General		<p>Comments: Pbis is rewarding the badly behaved kids and leaving out those that are already good students. You need to start making parents take more responsibility for the actions of their children. The behavior problems are getting worse and taking away from the learning of others. Suggestions: Require parents to attend meetings and sign family behavior contracts before disruptive students can return. Make parents come into the classroom when their kid can't behave. Make consequences based on behavior not skin color. It angers me that those of color often get a pass because they might pull the race card. It is often those very people who believe they are owed something causing safety issues</p>	Reviewed	This will be addressed through training	



Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Comments: Thanks for all the work you are putting into this document and for asking about feedback. The steps taken for aggression and vandalism seem to be going on the right track. I would like to see more done about kids running off campus. Suggestions: I hope students at the elementary level will be held accountable for each level of misconduct. Teachers are told that with elementary level offenses, kids are not held accountable at that criteria. Kids are committing the same destruction and aggression every day. Our administrator has been directed to "bump" the offenders down to the previous level because students are elementary age. The code needs to be clear and effective for everyone.	Reviewed	N	
General		Comments: There needs to be stiffer consequences for inappropriate behavior. And the inappropriate behavior needs to be spelled out so the students and teachers know what is to be expected--not just the positive expectations but the negative behaviors--Suggestions: Cameras in the classrooms--both audio and video. This was the parents as well as the students can see what the student is doing	Reviewed	N	
General		Comments: Worst Ever!! WHAT HAPPENED TO THE STUDENT/PARENT RIGHTS!! What if the Parent doesn't have access to the internet? How are they supposed to access these links to further explain the material in the GSRR? Believe or not NOT everyone has internet - Still. Plus TEACHERS NEED a dress code TOO. RESTORATIVE CIRCLES is Baloney it DOES NOT work. While it is nice to see who the principle is a picture it is unnecessary; trust me if a parent wants to know who the principle is they will find out no picture need - only the letter is needed. Suggestions: What happened to the work the Code of conduct focus group was doing? Look at some of that work and incorporate some of the ideologies. Bring back the focus group with the group of people representing all stake holders. Teachers, parents, community members, and students for fairness! Otherwise this is one-sided Document!!	Reviewed	Revised policy and reg pages to note that policies are available upon request at all school sites, family centers, or the central office. Pages 18-19	



Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Comments: - What will be the consequence for students who refuse to sign or return the acknowledgement form? - Teachers must be notified of any students with Abeyance contracts and given a copy of the contract. - What will be the consequence for students placed in ISS who refuse to participate in lessons? - Our middle school does not currently have a PIC. Will this be implemented next school year? - Why isn't parent contact such as phone calls, texts or e-mails counted as classroom-level interventions? This will discourage teachers from making regular parent contact, since they will need to reserve more time for parent conferences. - The GSRR needs to spell out what steps can be taken when parent contact is required, but parents are unavailable. Some parents actively avoid school contact to keep their student's discipline from being escalated. - Truancy will not be reduced until it is elevated above a level 1. We have pages of interventions for teachers and administrators to keep students in class, but treat intentional student absence as a minor offense. - Tardiness/truancy should automatically be elevated to the next level after a set number of occurrences. For example, after 10 occurrences it becomes a level 2 offense. After 10 more, it becomes a level 3. These students are negatively impacting the learning of all other students on a daily basis and must be stopped.	Reviewed	These issues will be addressed through training	
General		No suggestions. We appreciated the ease of use and noted it was more user friendly than the previous version. We liked how each offense and action was mapped out.	Reviewed	N	
General		Adding a Safe Zone Disclaimer would be a good addition	Reviewed	N	
General		All print should be in black	Reviewed	N	
General		Pg. 4- Typo- parenthesis after parent	Reviewed	Revised	
General		Pg. 14- will there be training on the new guidelines for applying consequences	Reviewed	This will be addressed through training	
General		Pg. 17- with attendance being included in state letter grades for schools, what more can be done to enforce attendance policies? Why is it only level 1? When can an infraction be elevated?	Reviewed	N	see elevation rules on page 15
General		Suggestions: In-school suspension; community service; alternative location for 3 day OSS	Reviewed	N	
General		Suggestion: a 3 day suspension is a good consequence but it should be tied to community service options. Some students who get to stay home might not see it as a big consequence. There should also be a record kept that after so many suspensions something else can be done.	Reviewed	N	
General		Support the draft- no feedback	Reviewed	N	
General		Font size is too small, especially the Table Of Contents	Reviewed	N	
General		We like that it has more explanation of What the Code is, guiding Principles, etc.	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Have books ready for the beginning of the school year. Supply extra for new students	Reviewed	N	
General		Enumerate "Larger K-8 school size for PPC	Reviewed	N	
General		What does in-school suspension look like at the elementary level?	Reviewed	N	Reassignment to another classroom or office
General		Language is "legal". It may be difficult for parents to understand.	Reviewed	N	
General		We liked Dr. Trujillo's introduction to this document and agreed as a group that it was a nice way to introduce the GSSR.	Reviewed	N	
General		Concern that some offenses that are illegal to the public, are considered Action Level 2 in the GSSR	Reviewed	N	
General		Replace language with simpler, shorter, and clearer language for students and families	Reviewed	N	
General		What will be the consequence for students who refuse to sign or return the acknowledgement form?	Reviewed	N	None
General		Teachers must be notified of any students with Abeyance contracts and given a copy of the contract	Reviewed	N	
General		What will be the consequence for students placed in ISS who refuse to participate in lessons?	Reviewed	N	They won't get credit for the work
General		Our middle school does not currently have a PIC. Will this be implemented next school year?	Reviewed	N	
General		Why isn't parent contact, such as, phone calls, text or e-mails counted as classroom-level interventions? This will discourage teachers from making regular parent contact, since they will need to reserve more time for parent conferences.	Reviewed	N	It is counted as an intervention
General		The GSSR needs to spell out what steps can be taken when parent contact is required, but parents are unavailable. Some parents actively avoid school contact to keep their student's discipline from being escalated.	Reviewed	This will be addressed through training	
General		There should be an elementary version of the Code of Conduct	Reviewed	N	
General		Will ISI require content-certified teachers? If so, does that mean that a content-area teacher will have to take a period of ISI instead of having one teacher in there for the day?	Reviewed	N	ISI uses certified teachers, not necessarily content-specific
General		On page 6, Learning Supports Coordinators are mentioned. This needs to be changed to MTSS Facilitator.	Reviewed	Removed	
General		Administrator concerns over whether this aligns to the TPD matrix	Reviewed	N	
General		Clarify type of suspension for Mutual Combat.	Reviewed	N	
General		Substance Abuse Workshop is mentioned. Where/when will this occur? District-sponsored?	Reviewed	This will be addressed through training	
General		Pg. 12-what does what does 'req'ts. mean?	Reviewed	N	

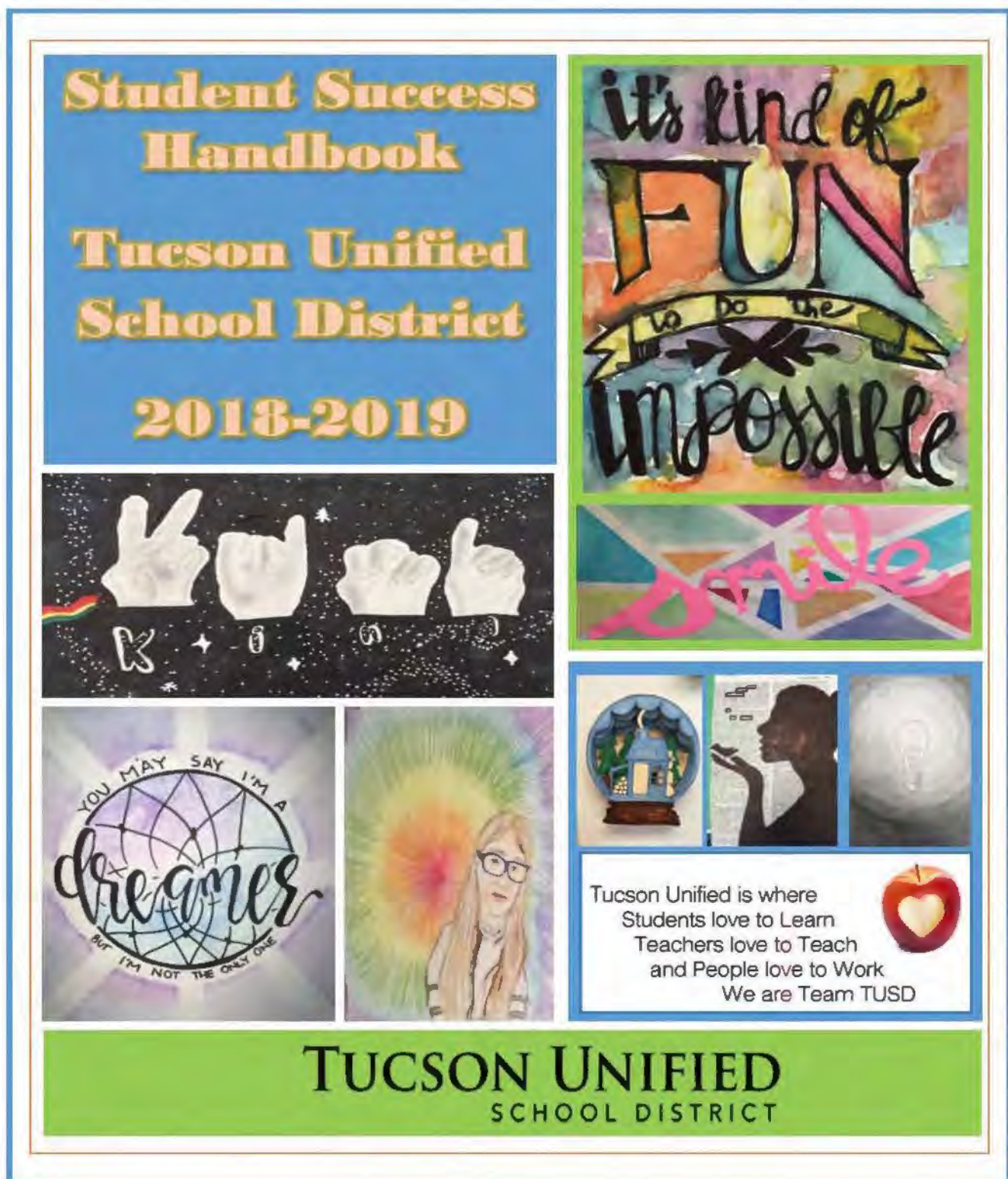
Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Pg. 12-Mutual combat-Who completes the mediation-principal or counselor?	Reviewed	This will be addressed through training	
General		Possession or use of drugs/alcohol-who performs the substance abuse workshops?	Reviewed	This will be addressed through training	
General		Pg. 15-assault-if serious injury occurs, we are obligated to report, should this be noted in this section?	Reviewed	This will be addressed through training	
General		Need better release of materials-many parents never received the GSRR and have multiple kids in the district	Reviewed	N	
General		more in-school alternatives to suspension. OSS is not a learning experience or effective consequence for students because kids just see it as days off and they just get behind in school work.	Reviewed	N	
General		Change name to "Student Success Handbook"	Reviewed	Revised	
General		Change "all" at end of PIC paragraph...it's "most" HS MS and some K8s	Reviewed	Revised	
General		Add "only in rare circumstances, level 4 OR 5"	Reviewed	Revised	
General		PG.3-GB names/titles box-this is not accurate	Reviewed	Revised	
General		Pg. 2-delete repeated comma in discrimination statement	Reviewed	Revised	
General		We approve this document. We like the way level 4 violations are addressed in the GSRR for 218-19.	Reviewed	N	
General		OK as is :	Reviewed	N	
General		Add a section that specifically references to cyberbullying and social media. Recommend more explicit references to social media and anti-bullying (cyber bullying) throughout the document	Reviewed	N	
General		We recommend that Multicultural Student Services and the programs/services provided be included in intervention/discipline based model.	Reviewed	N	
General		Add Youth/Peer Court program model in alignment with national models as a supportive school discipline practice in addition to PBIS and Restorative practices.	Reviewed	N	
General		If we are worried about the competency of principals then the director or the assistant superintendent should step in with more requirements. However, there are many principals who are following and implementing the guidelines – the district needs to support these efforts. If we make our principals have to ask for permission to suspend – we are showing doubt in the work they need to accomplish.	Reviewed	N	
General		We like the idea of implementing the art work. I appreciate the voice of the book. It is helpful, informative and is directed to our families and students. Letter from the Superintendent is a positive addition.	Reviewed	N	
General		We have stated the need for the principal to have the final say of what the discipline students will receive at their school. The principal needs to be consistent and training for our administrators will produce this consistency. The idea that the principal needs to go to a team to make final discipline actions does not show that we support the role of the principal. Please see above and it is actually page 14 that has these requirements.	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		if I'm signing something, I want to see what I'm signing; signing page should be at the end of book; make bold on page 5, "I acknowledge that I have....." make page 5 page 24	Reviewed	N	
General		Format beginning on page 18, titles like RPPF; who is the RPPF? Will every school have this person?	Reviewed	N	No
General		basic information pages look easier to read	Reviewed	N	
General		Is the booklet going to be only online?	Reviewed	N	Yes
General		What about a student's right to make-up work after being suspended?	Reviewed	N	
General		Pg. 3-change kid to child	Reviewed	N	
General		Pg. 7-change kids to students	Reviewed	Revised	
General		the draft was explicit; new to members; the draft was informational; 90% was well written; looks good; no concerns or major adjustments	Reviewed	N	
General		Pgs. 6 and 7-good addition, well thought out	Reviewed	N	
General		Pg. 11-User friendly, big change	Reviewed	N	
General		Some items should be a higher action level	Reviewed	N	
General		Repeated reckless behavior should be a higher level	Reviewed	N	
General		PBIS needs to be revised.	Reviewed	N	
General		To close all school access and leave only two entrance and with metal detectors	Reviewed	N	
General		More attention from teachers in the bullying problems	Reviewed	N	
General		Would like to see police at middle and elementary schools	Reviewed	N	
General		In Spanish please	Reviewed	N	
General		some pages need larger print- pages 15-23	Reviewed	N	
General		the font need to be bigger to attract attention	Reviewed	N	
General		at the end of the booklet the font should be bigger. The important points should be bigger font	Reviewed	N	
General		use of same font	Reviewed	N	
General		Table of contents should be bigger	Reviewed	Revised	
General		Is any part of this about parents and consequences for them?	Reviewed	N	
General		at the family center we don't deal with students, we deal with parents and we need to have a booklet with responsibility/discipline	Reviewed	N	

[illegible]

DRAFT





**SPECIAL THANKS TO THE TUSD STUDENTS WHO SUBMITTED ARTWORK FOR THE HANDBOOK**

*Copies of this booklet are available in Spanish on the reverse side of this booklet and can be obtained online at [www.tusd1.org](http://www.tusd1.org). (follow the link to "Student Rights"). Las copias en Español de este folleto están disponible al dorso de este folleto y se pueden obtener en línea en [www.tusd1.org](http://www.tusd1.org).*

[safety, discrimination, table of contents, back of the cover page *LEFT*]

***YOUR SCHOOL IS A SAFETY ZONE***

***IF YOU SEE IT***

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

***R E P O R T I T!***

CONFIDENTIALITY GUARANTEED

**TELL A SCHOOL OFFICIAL OR CALL THE**

***SAFETY MESSAGE LINE 584-7680***

- MESSAGES CHECKED HOURLY DURING SCHOOL -

- MESSAGES CHECKED DAILY ON NON-SCHOOL DAYS -

## 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.

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[acknowledgement form: tear out, TUSD logo on back *RIGHT*]

## STUDENT SUCCESS HANDBOOK

### 2018-19 SCHOOL YEAR ACKNOWLEDGEMENT FORM

This form must be signed and dated by you and your parent/guardian after reviewing the 2018-19 Student Success Handbook. **This form must be returned to your school within 5 days of receiving it.**

The Tucson Unified School District strives to be one of the best school districts in the country. We can accomplish this mission by working as a team with you, faculty, staff, parents and the community. You, the students, are the most critical members of this team. Your success as a valued and critical member of the team can be measured when:

- **You take responsibility for your actions**
- **You help create a positive school culture and climate**
- **You are proud of your school**
- **You always do your best**

With your commitment to excellence, safety, personal responsibility, and kindness, we will continue to grow and excel!

I acknowledge that I have read and reviewed the information in this document with my child.

---

PARENT SIGNATURE & DATE (PLEASE PRINT LEGIBLY)

---

STUDENT SIGNATURE & DATE (PLEASE PRINT LEGIBLY)

---

SCHOOL, GRADE & TEACHER (HOMEROOM) (PLEASE PRINT LEGIBLY)

[TUSD logo on back of cknowledgement form *LEFT*]

# TUCSON UNIFIED

## SCHOOL DISTRICT

[RIGHT]

# 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. It is important for you to understand our standards and expectations for behavior at school. By following the Student Success Handbook, 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:**

Michael Hicks, President; Krystal Ann Foster, Clerk; Dr. Mark Stegeman; Adelita Grijalva; Rachael Sedgwick

**[LEFT]**  
**Basic Information**

### ***What Is The Handbook?***

A handbook outlining 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 and parents to create safe, supportive, and inclusive learning environments.
- Striving to keep students in learning environments. ~~whenever possible.~~
- Ensuring that consequences are non-discriminatory, fair, and age-appropriate.
- Applying the rules consistently so students receive similar consequences for similar violations.

### ***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 Handbook Apply?***

- Regular school hours (including when students are going to and from school, “portal to portal”)
- 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, athletic events)
- While students are being transported on a school bus or vehicle used for school purposes
- 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 Discipline Review Team is made up of the Discipline Director and the Compliance Liaison. The Team monitors discipline on a bi-weekly, weekly, monthly, and quarterly basis. The Team reviews and approves requests for elevated consequences, and jointly reviews suspensions with administrators.

### ***How Can I Get More Information Or Make A Complaint?***

Governing Board Policies and Regulations related to discipline are available for review in the principal’s office at every school and online at [www.tusd1.org](http://www.tusd1.org) (follow the link to “Student Rights”).

Students, parents, or guardians may make a complaint with the site principal, assistant principal, the Discipline Review Team at 225-4316, or online at [www.tusd1.org/deseg](http://www.tusd1.org/deseg) related to discrimination, harassment, hazing, dating abuse, bullying, or unfair disciplinary actions.



**[RIGHT]****Restorative Practices*****What Are Restorative Practices?***

Restorative strategies are practices 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 administrators. 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, administrators, 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, and school administrators. 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)*****What is 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.

**[LEFT]**  
**Exclusionary Consequences**

### *What Are Exclusionary Consequences?*

Disciplinary consequences that remove a student from classroom instruction for longer than thirty minutes, or longer than one class period. These include positive alternatives to suspension (see page 5, below) settings or programs, in-school suspension, out-of-school suspensions, and expulsions.

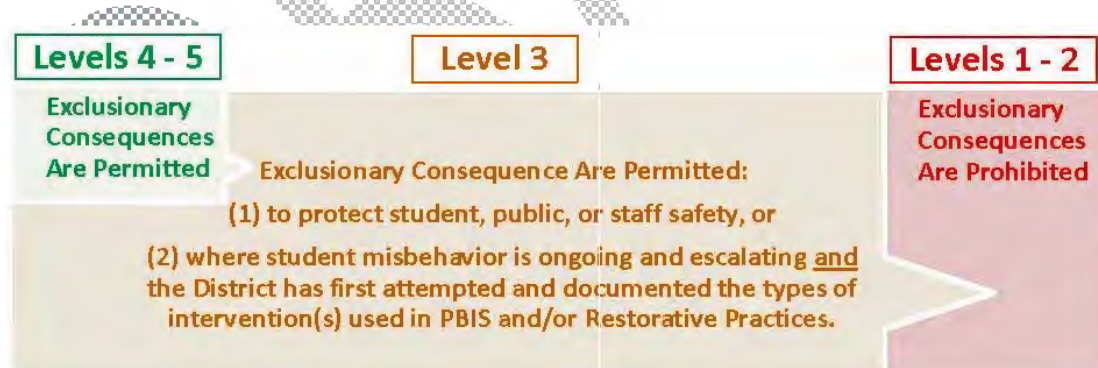


### *What Is TUSD's Position On The Use Of Exclusionary Consequences?*

The Tucson Unified School District is committed to ensuring that consequences that remove students ~~kids~~ 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?*

While prioritizing student, staff, and public safety, exclusionary consequences apply as follows:



If Exclusionary Consequences are imposed, students will have fair due process that includes an opportunity to appeal (see information on due process below, pages 6-7 see Policy JK and accompanying regulations). 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 student, staff, or visitor safety.

[RIGHT]

**Positive Alternatives to Out-Of-School Suspension*****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 possibly eliminate the suspension. The administrator, parent, 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 ADMINISTRATORS WHEN A STUDENT HAS VIOLATED THE FOLLOWING INFRACTIONS: MUTUAL COMBAT (FIGHTING); POSSESSION OR USE OF DRUGS OR ALCOHOL.**

***Positive Intervention Centers (PICs)***

The District designed PICs so that a teacher can provide to provide a student a short time (no more than 30 minutes or no more than the remainder of one class period) and a positive and supportive environment to de-escalate if they are feeling angry, overwhelmed or in need of a time-out. The teacher in the PIC will have the student 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. PICs are available at all-most middle schools, high schools, and large K-8 schools.

\*the PIC process is not designed as a substitute for the placement review committee process (see A.R.S. § 15-841 and the TEA Consensus Agreement)

***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).

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

ISS is an alternative to short-term suspension where students may be supervised by a highly qualified teacher or other staff member. ~~The s~~Students ~~in ISS~~ 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 will provide students with the opportunity to continue their education and reflect on the underlying behaviors and circumstances that led to the inappropriate behavior. DAEP will assist students in learning appropriate behaviors and making better choices so they can be a successful student when they are restored to their home school.



**[LEFT]**  
**Basic Due Process**

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.

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

- The Principal 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 ~~an ongoing threat of disrupting~~ **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 if possible the first or second day

- The Principal gives the notice of suspension to the student and sends a copy to the parent on the **1st day** of suspension
- Parents may meet with the principal within the **1st or 2nd day** of the suspension. The principal may offer an abeyance contract or parent may appeal the decision to the Assistant Superintendent within three school days.
- If appealed, the Assistant Sup't or designee must review the decision within **3 school days**, affirm or reduce the discipline, and notify the parent and principal **as soon as possible**.



**[RIGHT]**  
**Formal Due Process**

Administrators 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 6 (the short-term pending long-term suspension period will count towards the long-term suspension). Once an administrator 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.

**Student Rights**  
 including the right  
 to representation  
 by a parent and/or  
 legal counsel  
 (parents can be  
 present at all  
 proceedings)

- Reasonable access to nonprivileged evidence and the student’s records at least two days prior to the hearing
- To be free from req’ts to present evidence against themselves
- To present favorable evidence and witnesses; and to question adverse evidence and witnesses at the hearing
- To have the testimony presented and preserved
- 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 an administrator recommends expulsion, the District must follow procedures outlined in Regulation JK-R3.

**Notice of  
 suspension and  
 hearing to parent  
 by the third  
 school day of the  
 short-term  
 suspension**

- At the beginning of the process for a long term suspension, the principal must send the notice of suspension and hearing to the parent by the **third school day** of the short-term pending long-term suspension
- **On or before the day the notice is sent**, the Principal must make a reasonable attempt to communicate verbally to the parent 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 must send the decision within **3 school days**
- Parent may appeal within **3 school days** of receipt; the Assistant Sup’t or designee must review within **5 school days** and notify the parent and principal **as soon as possible**.
- The parent may further appeal to Governing Board within **5 school days** from receiving notice from the Assistant Sup’t
- Board must decide within **10 days** after reviewing the record

**[LEFT]**  
**Action Levels**

GUIDANCE	<p>When considering actions, sites strive to implement Restorative Practices and to keep students in their classroom 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.</p> <p>The chart below lists actions that may be taken by school administration as the result of a violation. The Action Level identifies maximum action for violations assigned to that level. Multiple actions may be applied to a single violation. <b>Actions listed in bold are the minimum and mandatory action for that level of violation. For all violations, parent notification and student conference are mandatory.</b></p>			
LEVEL 1	<p><i>Before referring a matter to site administration, classroom teachers are expected to employ <b>at least three</b> classroom-level interventions every <b>semester</b> – with proper documentation – for a Level 1 offense.</i></p> <table><tr><td><ul style="list-style-type: none"><li>• <b>Parent Notification and Conference Request</b></li><li>• <b>Student Conference</b></li><li>• Restorative Circle or Conference (<a href="#">see page 3</a>)</li><li>• Verbal/Written Apology</li><li>• Reflective Essay</li><li>• Warning</li></ul></td><td><ul style="list-style-type: none"><li>• Detention (before/after school; lunch)</li><li>• Saturday School</li><li>• Time Out (not to exceed 30 minutes)</li><li>• Reassignment To Different Class</li><li>• Suspended Privileges</li><li>• Community Service (not work detail)</li><li>• Restitution</li><li>• Teen Court</li><li>• Referred to Outside Agency</li></ul></td><td><ul style="list-style-type: none"><li>• Meeting With Counselor</li><li>• Peer Mediation</li><li>• Functional Behavioral Assessment</li><li>• Behavior Contract</li><li>• Behavior Intervention Group</li><li>• Behavior Learning Packets</li><li>• Behavior Intervention Plan</li><li>• Other Action (consistent w/other Level 1 interventions).</li></ul></td></tr></table> <p><i>*Some actions may not be available at all sites</i></p>	<ul style="list-style-type: none"><li>• <b>Parent Notification and Conference Request</b></li><li>• <b>Student Conference</b></li><li>• Restorative Circle or Conference (<a href="#">see page 3</a>)</li><li>• Verbal/Written Apology</li><li>• Reflective Essay</li><li>• Warning</li></ul>	<ul style="list-style-type: none"><li>• Detention (before/after school; lunch)</li><li>• Saturday School</li><li>• Time Out (not to exceed 30 minutes)</li><li>• Reassignment To Different Class</li><li>• Suspended Privileges</li><li>• Community Service (not work detail)</li><li>• Restitution</li><li>• Teen Court</li><li>• Referred to Outside Agency</li></ul>	<ul style="list-style-type: none"><li>• Meeting With Counselor</li><li>• Peer Mediation</li><li>• Functional Behavioral Assessment</li><li>• Behavior Contract</li><li>• Behavior Intervention Group</li><li>• Behavior Learning Packets</li><li>• Behavior Intervention Plan</li><li>• Other Action (consistent w/other Level 1 interventions).</li></ul>
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LEVEL 2	<p>Any Action from the prior level(s) <b>may</b> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Restorative Conference and/or Restorative Circle</b> (<a href="#">see page 3</a>)</li><li>• Social Skills Groups and/or Mentoring may be facilitated by a counselor, social worker, or other qualified staff.</li></ul>			
LEVEL 3	<p>Any Action from the prior level(s) <b>may</b> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Restorative Conference and/or Restorative Circle</b> (<a href="#">see page 3</a>)</li><li>• 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 site has first attempted and documented the types of intervention(s) used in PBIS or Restorative Practices).</li></ul>			
LEVEL 4	<p>Any Action from the prior level(s) <b>may</b> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Restorative Conference and/or Restorative Circle (upon re-entry to school)</b> (<a href="#">see page 3</a>)</li><li>• <b>Out of School Suspension – Long-Term (11-30 Days) (*except for the violations listed below)</b></li><li>• <b>Abeyance Contract Must be Offered for Mutual Combat and Possession or Use of Drugs or Alcohol Based on the Following:</b></li></ul> <p><u>*Mutual Combat.</u> First offense: three day suspension with two days waived if student participates in mediation. Second offense: six to nine day suspension with three days waived if student participates in mediation.</p> <p><u>*Possession or Use of Drugs or Alcohol.</u> First offense: three day suspension with two days waived if student agrees to attend substance abuse workshop and, upon return to school, an intake interview and search for drugs or alcohol. Second offense: six to nine day suspension with three days waived if student agrees to attend drug or alcohol use workshop and, upon return to school, an intake interview, and search for drugs or alcohol.</p>			
LEVEL 5	<p>Any Action from the prior level(s) <b>may</b> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Out of School Suspension and/or Abeyance – Long-Term (11-180 Days)</b></li><li>• <b>Restorative Conference and/or Restorative Circle (upon re-entry to school)</b> (<a href="#">see page 3</a>)</li><li>• Expulsion</li></ul>			

[RIGHT]

**Guidelines for Applying Consequences**

IMPORTANT INFORMATION

1. Principals and assistant principals (APs) must communicate with the Discipline Review Team immediately to jointly review suspensions (the Team will still review the use of ISI and abeyances).
2. Principals and APs at the elementary level (Pre-K-5<sup>th</sup> Grade) **shall consider** all violations, *with the exception of possession of firearms or any incidence of threat to an educational institution*, at one level lower than that of the actual violation.
3. 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 interventions, attendance, etc.). Requests must first be submitted to the Discipline Review Team to review whether the teachers and/or administrators have attempted to effectively implement interventions to address any underlying or unresolved issues. **If approved**, the Discipline Review Team will forward the request to the Assistant Superintendent for final approval. A consequence may be elevated one level after three multiple or repeated violations in a semester nine-week period (with attempted and documented interventions), and may be elevated another level not to exceed level 3 (or, only in rare circumstances, level 4 or 5) after another three violations (with attempted and documented interventions) within the same semester nine-week period.
4. Principals and APs may request a waiver of mandatory actions for level 4 or 5 consequences through the appropriate Assistant Superintendent. If granted, the parties directly involved shall be informed of the reasons the waiver was granted. 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.
5. Mutual Combat (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 and second offense (a second fight may result in a long-term suspension if approved by the Discipline Review Team and Assistant Superintendent). Repeated occurrences of this violation may result in increased lengths of suspension.
6. A student who willingly assists or forces another student to commit a violation of these guidelines will may be held equally accountable for the violation.
7. All parent conferences will be made in a timely manner. Parents 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.
8. Attempted violations 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.
9. 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.
10. 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.** An administrator must immediately notify an Assistant Superintendent and the Discipline Review Team 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.



**[LEFT]**  
**Violation Charts**

**The Arizona Department of Education has identified the following violations:**

<b>AGGRESSION</b>	
<i>Violation</i>	<i>Action Level</i>
<b>Provocation (verbal or nonverbal)</b> Using language or gestures that <b>may incite</b> another person or people to fight.	<b>1</b>
<b>Recklessness</b> Engaging in unintentional, careless behavior that <b>may pose</b> a safety or health risk for yourself or for others.	<b>1</b>
<b>Minor Aggressive Act</b>  Engaging in intentional, <b>non-serious but inappropriate physical contact</b> 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.	<b>2</b>
<b>Other Aggression</b>  Using other acts of aggression not specifically listed within the Aggression section including, but not limited to, intentional, <b>serious and inappropriate physical contact</b> including, but not limited to, any example listed under “Minor Aggressive Act” that may result in a serious physical injury.	<b>3</b>
<b>Endangerment</b>  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, <u>running down a hallway, riding a bike on campus,</u> etc.	<b>3</b>
<b>Mutual Combat (Fighting)</b>  A fight is defined as a physical altercation in which both parties are willing participants, where a preponderance of evidence notes that both parties 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 in the physical altercation/fight.  <b>*Due to the mutual involvement of participants, administrators will be granted an automatic waiver of the mandatory long term suspension normally used at this level for first <u>or second offense</u>. See specific guidelines for mutual combat consequences on page 9, above.</b>	<b>4*</b>
<b>Assault</b>  <u>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. Assault involves one person acting against another person (different from “mutual” combat”)</u>  <u>1. Intentionally, knowingly or recklessly causing any physical injury to another person;</u> <u>2. Intentionally placing another person in reasonable apprehension of imminent physical injury;</u> <u>3. Knowingly touching another person with the intent to injure, insult or provoke such person.</u>	<b>4</b>
<b>Aggravated Assault</b>  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: law enforcement officer, prosecutor, firefighter, EMT/Paramedic engaged in official duties, teacher or any school employee on school grounds, 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.	<b>5</b>  <b>Mandatory report to law enforcement</b>

**[RIGHT]**

<b>ALCOHOL, TOBACCO AND OTHER DRUG VIOLATIONS</b>		
<i>Definitions</i>		
<p><b>Drug Violation:</b> Unlawful use, cultivation, manufacture, 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.</p> <p><b>Possession:</b> knowing exercise of dominion or control over an item.</p> <p><b>Use:</b> the act of using or being under the influence.</p> <p><b>Sale:</b> to transfer or exchange an item to another person for anything of value or advantage, present or prospective.</p> <p><b>Share:</b> to allow another person to use or enjoy something that one possesses.</p> <p><b>*Administrators will be granted an automatic waiver of the mandatory 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 14, above.</b></p>		
<i>Violation</i>	<i>Action Level</i>	
<b>Inappropriate use of Over the Counter Drugs</b> 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.		
Possession or Use	2	
Sale or Share	3	
<b>Inhalants</b> Inhalants include medications, anesthetics, or 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.		
Possession or Use	4*	
Sale or Share	5	
<b>Unknown Drug</b> (if a drug is identified, after an investigation, a different violation may be identified)		
Possession or Use	4*	
Sale or Share	5	
<b>Substance Represented as an Illicit Drug</b> 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	
<b>Inappropriate use of Prescription Drugs</b> 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	
Possession or Use	4*	
Sale or Share	5	
<b>Illicit Drug</b> Illicit drugs include dangerous drugs, narcotic drugs, marijuana, 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.	Mandatory report to law enforcement	
Possession or Use	4*	
Sale or Share	5	
<b>Alcohol Violation</b> 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.		
Possession or Use	4*	
Sale or Share	5	
<b>Tobacco Violation</b> 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, <u>vapes or vape pens</u> , and hookah sticks), at school-sponsored events and on school-sponsored transportation.		
Possession or Use	2	
Sale or Share	3	
<b>Possession of Drug Paraphernalia</b> 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	

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<b>OTHER VIOLATIONS OF SCHOOL POLICIES</b>	
<i>Violation</i>	<i>Action Level</i>
<b>Dress Code Violation</b> Wearing clothing that violates dress code guidelines stated by school or district policy.	<b>1</b>
<b>Parking Lot Violation</b> 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.	<b>1</b>
<b>Public Display of Affection</b> Kissing or other inappropriate displays of affection.	<b>1</b>
<b>Other Violation of School Policies and Regulations</b> Committing some other violation of school or district policy or regulation.	<b>1</b>
<b>Inappropriate Language (verbal or nonverbal)</b> Delivering verbal or nonverbal messages that include swearing, name calling, or use of words or gestures in an inappropriate way.	<b>2</b>
<b>Contraband</b> Possessing items stated in school policy as prohibited because they may disrupt the learning environment.	<b>2</b>
<b>Combustible</b> Possessing a substance or object that is readily capable of causing bodily harm or property damage. (e.g. matches, lighters)	<b>2</b>
<b>Disruption</b> 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.	<b>2</b>
<b>Gambling</b> Playing games of chance for money or betting a sum of money.	<b>2</b>
<b>Defiance or Disrespect Towards Authority and Non Compliance</b> Engaging in repeated behavior including, but not limited to, refusal to follow directions, or, talking back, or swearing at a staff member or delivers socially rude interactions.	<b>2</b>
<b>Negative Group Affiliation / Illegal Organization</b> 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.	<b>3</b>

<b>ATTENDANCE POLICY VIOLATION (Out of school suspension is not permitted)</b>	
<i>Violation</i>	<i>Action Level</i>
<b>Other Attendance Violations</b>  <b>Examples:</b> 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.	<b>1</b>
<b>Tardy</b> Arriving at school or class after the scheduled start time.	<b>1</b>
<b>Unexcused Absence</b> Missing school for an entire day with no acceptable excuse.	<b>1</b>
<b>Leaving School Grounds without Permission</b>  Leaving school grounds or being in an "out-of-bounds" area during regular school hours without principal or designee permission	<b>1</b>
<b>Truancy</b> Having an unexcused absence for at least one class period during the day (applies to students aged 6-16).	<b>1</b>

**[RIGHT]**

<b><u>DISHONESTY</u></b>	
<i>Violation</i>	<i>Action Level</i>
<b>Cheating</b> 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.	<b>2</b>
<b>Forgery</b> Falsely and fraudulently making or altering a document, including hall passes and parent signatures.	<b>2</b>
<b>Lying</b> Making an untrue statement with the intention to deceive or to create a false or misleading impression.	<b>2</b>
<b>Plagiarism</b> Stealing and passing off the ideas or words of another as one's own, including material obtained online.	<b>2</b>

<b><u>TRESPASSING; VANDALISM OR CRIMINAL DAMAGE</u></b>	
<i>Definitions</i>	
<b>Criminal damage:</b> 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. Administrators may consider acts of vandalism that result in damages exceeding \$5,000 in value at a Level 4.	
<b>Example:</b> Substantial destruction of copy machines, vehicles, science or computer equipment.	
<i>Violation</i>	<i>Action Level</i>
<b>Trespassing</b> 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 chief administrator or designee of the facility, campus or function.	<b>2</b>
<b>Graffiti or Tagging</b> Writing on walls; drawings or words painted or sprayed on walls or other surfaces that can be easily removed with soap or cleaner.	<b>2</b>
<b>Vandalism of Personal property</b> Destroying or defacing personal property.	<b>3</b>
<b>Vandalism of School Property</b> Destroying or defacing school property. <b>Examples:</b> Destroying school computer records, carving initials or words in desk top, spray painting on walls, damaging vehicles.	<b>3</b>

<b><u>ARSON</u></b>	
<i>Definitions</i>	
<b>Structure:</b> a building or place with sides and a floor used for lodging, business, transportation, recreation, or storage <b>Occupied structure:</b> 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. <b>Property:</b> anything other than a structure that is owned and has value of any kind (e.g., a backpack, school book, clothing, etc.). <b>Damage:</b> as used here, means a tangible or visible impairment to a surface. <b>Reckless Burning:</b> recklessly causing a fire or explosion resulting in damage to a structure, wild land, or property. (see A.R.S. § 13-1702).	
<i>Violation</i>	<i>Action Level</i>
<b>Arson of a Structure or Property</b> Knowingly and unlawfully damaging a structure or property by knowingly causing a fire or explosion. <i>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).</i>	<b>4</b>
<b>Arson of an Occupied Structure</b> Knowingly and unlawfully damaging an occupied structure by knowingly causing a fire or explosion.	<b>5</b> <b>Mandatory report to law enforcement and Fire Dept.</b>
<b>NOTE:</b> Administrators 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.	

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<b>TECHNOLOGY, IMPROPER USE OF</b>	
<i>Violation</i>	<i>Action Level</i>
<p><b>Telecommunication Device or Other Technology</b></p> <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 an administrator in accordance with the Student Success Handbook. (see Policy JICJ) <i>NOTE: may be elevated to a Level 3 violation but cannot result in out of school suspension.</i></p> <p><b>Examples:</b> use of telecommunication devices (cell phones, pagers, etc.) or other technology (gaming systems, iPods, iPads, Tablets, etc) for a non-instructional purpose.</p>	<b>2</b>
<p><b>Computer or Network Violation</b> <i>NOTE: may not be elevated to Level 4.</i></p> <p><b>Examples (Computer):</b> 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 an administrator, vandalism of computers or computer equipment.</p> <p><b>Examples (Network):</b> Posting videos of fights onto social media, use of 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>	<b>3</b>
<b>HARASSMENT AND THREAT, INTIMIDATION</b>	
<i>Violation</i>	<i>Action Level</i>
<p><b>Threat or Intimidation</b></p> <p>Indicating, by words or conduct, the intent to cause physical injury or serious damage to a person or their property, or intentionally places another person in reasonable apprehension of imminent physical injury. This may include threats or intimidation that occurs online or through a telecommunication device.</p>	<b>3</b>
<p><b>Bullying</b></p> <p>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. 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 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).</p>	<b>3</b>
<p><b>Harassment, nonsexual</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Repeatedly commits an act or acts that harass another person.</li> <li>3. Surveils or causes another person to surveil a person for no legitimate purpose.</li> <li>4. On more than one occasion makes a false report to a law enforcement, credit or social service agency.</li> <li>5. Stalking-Following another person in or about a public place for no legitimate purpose after being asked to desist.</li> </ol> <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>	<b>3</b>
<p><b>Hazing</b></p> <p>Committing an act against another student, in which <u>both</u> of the following apply:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. The act contributes a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation.</li> </ol> <p><i>*Administrators <b>may</b> treat incidents of hazing at a Level 4 in consultation with the Discipline Review Team.</i></p>	<b>3</b>



**[RIGHT]**

<b>SCHOOL THREAT OR INTERFERENCE</b>	
<i>Definitions</i>	
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.	
<i>Violation</i>	<i>Action Level</i>
<b>Fire Alarm Misuse</b> Intentionally ringing fire alarm when there is no fire.	<b>4</b>
<b>Other School Threat (Verbal)</b> Making a verbal School Threat.	<b>4</b>
<b>Bomb Threat</b> Threatening to cause harm by using or threatening to use a bomb, or arson-causing device.	<b>5</b> <b>Expulsion</b> <b>required by law</b>
<b>Chemical or Biological Threat</b> Threatening to cause harm using dangerous chemicals or biological agents.	
<b>Other School Threat</b>  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).	

<b>SEXUAL OFFENSES</b>	
<i>Violation</i>	<i>Action Level</i>
<b>Harassment, Sexual</b>  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), or physical conduct of a sexual nature.	<b>3</b>
<b>Pornography</b>  Possessing or providing sexually explicit and obscene depictions of persons, in words or images. <b>Examples:</b> 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.	<b>3</b>
<b>Harassment, Sexual with contact</b> Committing sexual harassment that includes physical contact.	<b>4</b>
<b>Indecent Exposure or Public Sexual Indecency</b> Engaging in sexual acts or public sexual indecency.  <b>Examples:</b> public urination, streaking, masturbation, “peeping tom” (including taking photos or videotaping), exposing another student’s private parts, or engaging in intercourse, or oral sex.	<b>4</b>
<b>Sexual Assault or Rape</b> Intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person without consent of such person.	<b>5</b> <b>Mandatory report</b> <b>to law</b> <b>enforcement</b>

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<b><u>THEFT</u></b>	
<i>Violation</i>	<i>Action Level</i>
<b>Petty Theft</b> Stealing cash, or property, valued under \$100.	<b>2</b>
<b>Theft – School Property or Non-School Property</b>  Knowingly: <ul style="list-style-type: none"> <li>b. Controls property of another with the intent to deprive the other person of such property; or</li> <li>c. Converts for an unauthorized term or use services or property of another entrusted to the defendant or placed in the defendant's possession for a limited, authorized term or use; or</li> <li>d. 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</li> <li>e. 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</li> <li>f. Controls property of another knowing or having reason to know that the property was stolen; or</li> <li>g. Obtains services known to the defendant 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.</li> </ul>	<b>3</b>
<b>Burglary or Breaking and Entering</b>  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.	<b>4</b>
<b>Extortion</b>  Knowingly obtaining or seeking to obtain property or services by means of a threat to do in the future any of the following: <ul style="list-style-type: none"> <li>1. Cause physical injury to anyone by means of a deadly weapon or dangerous instrument.</li> <li>2. Cause physical injury to anyone except as provided in paragraph 1 of this subsection.</li> <li>3. Cause damage to property.</li> <li>4. Engage in other conduct constituting an offense.</li> <li>5. Accuse anyone of a crime or bring criminal charges against anyone.</li> <li>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.</li> <li>7. Take or withhold action as a public servant or cause a public servant to take or withhold action.</li> <li>8. Cause anyone to part with any property.</li> </ul>	<b>4</b>
<b>Robbery</b>  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.	<b>4</b>
<b>Armed Robbery</b>  Committing robbery (see definition above) 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.	<b>5</b>  <b>Mandatory report to law enforcement</b>
<b>Burglary (First Degree)</b>  Entering or remaining unlawfully in or on a residential structure or yard or a nonresidential structure or in a fenced commercial with the intent to commit any theft or any felony therein) and knowingly possessing explosives, a deadly weapon or a dangerous instrument in the course of committing any theft or any felony.	<b>5</b>  <b>Mandatory report to law enforcement</b>

**[RIGHT]****WEAPONS AND DANGEROUS ITEMS (POSSESSION OF)***See Policy JICI for more details on Weapons in School*

<i>Violation</i>	<i>Action Level</i>
<b>Dangerous Items</b>  Possessing a knife with a blade length of less than 2.5 inches, air soft gun, b.b.gun, laser pointer, letter opener, mace/pepper spray, paintball gun, pellet gun, razor blade/box cutter, simulated knife, taser or stun gun, tear gas, firecrackers, smoke and stink bombs, gas, lighter fluid, and 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).  <b>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.</b>	<b>3</b>
<b>Other Weapons</b>  Possessing a billy club, brass knuckles, knife with a blade length of at least 2.5 inches, nunchakus.  <b>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.</b>	<b>4</b>
<b>Simulated Firearm</b>  Possessing a simulated firearm made of plastic, wood, metal or any other material which is a replica, facsimile, or toy version of a firearm.  <b>If the simulated firearm is used to threaten or intimidate, the violation will be considered a level 4.</b>	<b>3</b>
<b>Firearms</b>  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 administrator.  <b>"Firearm"</b> 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.  <b>"Other Firearms"</b> –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. ()  <i>NOTE: This definition does not apply to items such as toy guns, colorful plastic water guns, cap guns, bb guns, and pellet guns)</i>	<b>5</b>  <b>Expulsion required by law</b>  <b>Mandatory report to law enforcement</b>

**[LEFT]****Discipline-Related Policies***Policies are available upon request at all school sites, family centers, or the central office.***Student Attendance Policy (JE)****<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JE>**

Good attendance in school enables students to act as responsible members of the community.

**Bullying, Intimidation and Harassment Policy (JICK)****<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JICK>**

The District does not tolerate bullying in any form. Further, the District shall investigate each complaint of bullying and will take appropriate, timely, and responsive action.

**Cell Phone and Electronic Device (JICJ)****<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JICJ>**

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 specific conditions and guidelines.

**Dress Code Policy (JICA)****<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JICA>**

This policy and regulation specifies the standards of dress and grooming that promote a safe school setting conducive to a positive learning environment.

**Equal Educational Opportunities and Anti-Harassment Policy (JB)****<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JB>**

The right of a student to participate fully in classroom instruction shall not be abridged or impaired because of race, color, religion, sex, sexual orientation, age, national origin, and disability, or any other reason not related to the student's individual capabilities.

**Interviews, Searches and Arrests (JIH)****<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JIH>**

School administrators have the right to interview students and search and seize property-including school property that has been temporarily assigned to students. School administrators and staff will cooperate with law enforcement when attempting to locate a student for a warrant or subpoena.

**Weapons (JICI)****<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JICI>**

Weapons are not allowed on any campus/property without prior authorization by a school administrator.

**Bus Rules (EEA)****<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-EEA>**

Riding is a privilege; parents 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.

<b>Rules</b>	
Always comply with bus driver's/monitor's directions	Use classroom voice (no profanity/loud noises/intimidation)
Remain seated; keep hands, feet, and head inside bus	All personal possessions must be under control at all times
Keep unauthorized materials and substances off bus	No eating or drinking on the bus
<b>Safety Precautions</b>	
Know the correct bus route # and route to/from the bus stop; ALWAYS board/depart bus at correct stop known by parent	Discuss what to do if the bus is late in the morning or no one is home in the afternoon

**[RIGHT]**

## **Regulations Related to Due Process for Suspension and Expulsion**

*Regulations are available upon request at all school sites, family centers, or the central office.*

### **Student Discipline – Short Term Suspension (JK-R1)**

**<http://govboard.tusd1.org/Policies-and-Regulations/Regulation-Code-JK-R1>**

This regulation explains the process for short-term suspensions (1 – 10 Days).

### **Student Discipline – Long Term Suspension (JK-R2)**

**<http://govboard.tusd1.org/Policies-and-Regulations/Regulation-Code-JK-R2>**

This regulation explains the process for long-term suspensions (11 – 180 Days).

### **Student Discipline – Expulsion (JK-R3)**

**<http://govboard.tusd1.org/Policies-and-Regulations/Regulation-Code-JK-R3>**

This regulation explains the process for expulsions.

### **Student Discipline – Suspension Abeyance Contract Regulation (JK-R4)**

**<http://govboard.tusd1.org/Policies-and-Regulations/Regulation-Code-JK-R4>**

Administrators may offer to hold a suspension in “abeyance” (to not instantly enforce the suspension) if

- (1) the administrator believes it is in the best interests of the student and the school community,
- (2) the student and parent/legal guardian agree to certain conditions, and
- (3) the student and parent 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**

*Information about IDEA, IEPs, and 504 Plans can be found at <http://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 prior to the 11<sup>th</sup> day of suspension**

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, ~~the District~~ 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 accomodation 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. Refer to the Exceptional Education web page for more information (<http://www.tusd1.org/Departments/Exceptional-Education>).**



**[LEFT]****Rights and Responsibilities**

<b><i>STUDENT RIGHTS</i></b>	<b><i>STUDENT RESPONSIBILITIES</i></b>
<ul style="list-style-type: none"> <li>• Learn in a safe, clean, orderly and positive climate that is unbiased, nonjudgmental, and free from prejudice, discrimination, verbal or physical threats and abuse.</li> <li>• Receive appropriate accommodations to meet individual needs. (as supported by documentation)</li> <li>• Be treated with respect and in a fair and equitable manner by teachers and administrators.</li> <li>• Due process of law.</li> <li>• Have school rules that are enforced in a consistent, fair and reasonable manner.</li> <li>• Be free from retaliation, from fear of retaliation, and from sex discrimination and sexual harassment at school, including dating abuse.</li> <li>• 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 site administration immediately.</li> <li>• Receive a copy of this handbook.</li> <li>• Have access to school assignments/homework while serving a disciplinary suspension and have options for alternative instructional opportunities for any long term suspension.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Make positive contributions to an environment that allows fellow students to be free from discrimination, harassment, hazing and bullying.</li> <li>• Make up work resulting from an absence.</li> <li>• Respect the rights, feelings, and property of fellow students, parents, school staff, visitors, guests, and school neighbors.</li> <li>• 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.</li> <li>• Display behavior that does not compromise the safety of other students and/or staff.</li> <li>• Follow discipline guidelines adopted by the school and District.</li> <li>• Protect and take care of the school's property.</li> <li>• Read and ask questions to understand the information in the Student Success Handbook.</li> </ul>

<b><i>PARENT &amp; GUARDIAN RIGHTS</i></b>	<b><i>PARENT &amp; GUARDIANS RESPONSIBILITIES</i></b>
<ul style="list-style-type: none"> <li>• Request and be granted conferences with teachers, counselors and/or the principal.</li> <li>• Receive explanations from teachers about their student's grades and disciplinary procedures.</li> <li>• Access and review school records pertaining to their student.</li> <li>• Receive a copy of this handbook.</li> <li>• 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)</li> <li>• Request an interpreter or translator at any step of the disciplinary process.</li> <li>• Request a review of all disciplinary actions relating to their student.</li> <li>• Direct their student's education, upbringing and moral/religious training.</li> <li>• 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, unless the incident has first been reported to law enforcement and notification of the parent would impede a law enforcement or child protective services 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.</li> <li>• Be treated in a manner that is respectful of and responsive to their cultural traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend school daily according to school district adopted Communicate and collaborate with teachers to support student achievement.</li> <li>• Attempt to participate and be active at their student's school.</li> <li>• Be partners with school staff by sharing appropriate ideas for improving student learning and by helping to prevent and/or resolve student discipline problems.</li> <li>• Provide supervision of the student's health, physical and emotional well being, and assume responsibility for the student's timely regular attendance.</li> <li>• Promptly provide the school with explanations for student absences or tardiness.</li> <li>• Ensure student compliance with school and district policies and regulations.</li> <li>• Read and ask questions to understand the information in this handbook.</li> <li>• Reinforce the importance of students' adherence to values and behaviors described in this handbook.</li> </ul>

**[RIGHT]**  
**Annual Notifications**

<b>ANNUAL NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)</b>	<b>TUSD ANNUAL NOTIFICATION OF PRIVACY RIGHTS OF PARENTS AND STUDENTS</b>
<p>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:</p> <p><b>(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. Dep’t of Educ. (ED)</b></p> <ol style="list-style-type: none"> <li>1. Political affiliations or beliefs of the student or student’s parent;</li> <li>2. Mental or psychological problems of the student or student’s family;</li> <li>3. Sex behavior or attitudes;</li> <li>4. Illegal, anti-social, self-incriminating, or demeaning behavior;</li> <li>5. Critical appraisals of others with whom respondents have close family relationships;</li> <li>6. Legally recognized privileged relationships (like with lawyers, doctors, or ministers);</li> <li>7. Religious practices, affiliations, or beliefs of the student or parents; or</li> <li>8. Income, other than as required by law to determine program eligibility.</li> </ol> <p><b>(2) Receive notice and an opportunity to opt a student out of –</b></p> <ol style="list-style-type: none"> <li>1. Any other protected information survey, regardless of funding;</li> <li>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;</li> <li>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.</li> </ol> <p><b>(3) Inspect, upon request and before administration or use –</b></p> <ol style="list-style-type: none"> <li>1. Protected information surveys of students;</li> <li>2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and</li> <li>3. Instructional material used as part of the educational curriculum.</li> </ol> <p>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.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>•Collection, disclosure, or use of personal information for marketing, sales, or other distribution.</li> <li>•Administration of any protected information survey not funded in whole or in part by ED.</li> <li>•Any non-emergency, invasive physical examination or screening as described above.</li> </ul> <p><b>Parents who believe their rights have been violated may file a complaint with:</b></p> <p style="text-align: center;">Family Policy Compliance Office          U.S. Department of Education          400 Maryland Avenue, SW          Washington, D.C. 2020</p>	<p>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:</p> <p><b>(1) The right to inspect and review the student’s education records within 45 days from the day TUSD receives a request.</b></p> <p>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.</p> <p>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.</p> <p><b>(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.</b></p> <p>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.</p> <p><b>(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.</b></p> <p>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.</p> <p>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.</p> <p><b>(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.</b></p> <p>Any complaints arising from an alleged violation of these rights may be submitted to the Superior Court of Pima County, Arizona, or to:</p> <p style="text-align: center;">The Family Policy Compliance Office, U.S. Dep’t of Education          400 Maryland Avenue, SW, Washington, D.C. 20202 (202) 260-3887</p> <p style="text-align: center;"><u>Directory Information</u></p> <p>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 Administrative Regulation 5130). 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:</p> <ul style="list-style-type: none"> <li>•The annual yearbook;</li> <li>•Honor roll or other recognition lists;</li> <li>•Graduation programs; and</li> <li>•Sports activity sheets showing weight/height of team members.</li> </ul> <p>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 <i>Elementary and Secondary Education Act of 1965</i> (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.</p> <p>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:</p> <p>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.</p> <p>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.</p>

# GSRR Update

Michael Konrad, Director of Middle Schools



# Update to Timeline

- April 3<sup>rd</sup>: Last GB Presentation on GSRR
- April 4<sup>th</sup>: Provided review for SCPC, submitted draft for translation
- April 9<sup>th</sup>: Provide draft GSRR to SMP and DOJ for response by May 9<sup>th</sup>
- April 24<sup>th</sup> and May 9<sup>th</sup>: committee review of feedback
- May 9<sup>th</sup>: all feedback from Site Councils, SCPC, and SMP by this date
- May 14<sup>th</sup>: external feedback from Pima County Juvenile Court and equity specialists

# Update to Timeline

- May 15<sup>th</sup>: Updated Draft of GSRR presented to GB at meeting for feedback
- May 16<sup>th</sup>: Committee review of GB feedback and update of document
- May 16<sup>th</sup>: Send GSRR to be translated to Spanish, Create requisition for printing through TUSD print shop.
- May 22<sup>nd</sup>: Collect Additional Feedback from GB at GB meeting
- June 12<sup>th</sup>: Ask for GB approval of new GSRR
- June 13<sup>th</sup>: Submit GSRR for printing

# Documents for Current Review

- Draft GSRR updated May 10<sup>th</sup>
- Matrix of feedback results updated May 10<sup>th</sup>



MEETING OF: May 22, 2018

TITLE: GSRR (Guidelines for Student Rights and Responsibilities) Code of Conduct Update

ITEM #: 17

Information: X

Study:

Action:

**PURPOSE:**

To update the governing Board on the timeline for revising the 2018-19 draft GSRR.

**DESCRIPTION AND JUSTIFICATION:**

We would like to provide additional information to the Governing Board including an updated draft of the GSRR with input from various community members as well as an overview of the input received so far. We plan to have an additional information item at the Town Hall on June 5, 2018, and an action item to approve the 2018-19 draft on June 12.

**BOARD POLICY CONSIDERATIONS:**

**LEGAL CONSIDERATIONS:**

For all Intergovernmental Agreements (IGAs), Initiator of Agenda Item provides the name of the agency responsible for recording the Agreement after approval:

For amendments to current IGAs, Initiator provides original IGA recording number:

Legal Advisor Signature (if applicable)

**BUDGET CONSIDERATIONS:**

☐ District Budget  
☐ State/Federal Funds  
☐ Other  
Budget Cost      Budget Code

Budget Certification (for use by Office of Financial Services only):

Date

I certify that funds for this expenditure in the amount of \$ are available and may be:

Authorized from current year budget

Authorized with School Board approval

Code: Fund:

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INITIATOR(S):

Michael Konrad, Middle School Director

5.16.2018

Name

Title

Date

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DOCUMENTS ATTACHED/ ON FILE IN BOARD OFFICE:

**ATTACHMENTS:**

Click to download

☐ [Presentation](#)

☐ [DRAFT Code of Conduct](#)

☐ [Comments](#)

☐ [Special Master Comments](#)

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TUCSON UNIFIED SCHOOL DISTRICT

BOARD AGENDA ITEM  
CONTINUATION SHEET

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# GSRR Update

Michael Konrad, Director of Middle Schools

# Update to Timeline

- April 3<sup>rd</sup>: Previous GB Presentation on document
- April 4<sup>th</sup>: Provided review for SCPC, submitted draft for translation
- April 9<sup>th</sup>: Provide draft to SMP and DOJ for response by May 9<sup>th</sup>
- April 24<sup>th</sup> and May 9<sup>th</sup>: committee review of feedback
- May 9<sup>th</sup>: all feedback from Site Councils, SCPC, and SMP by this date
- May 14<sup>th</sup>: external feedback from Pima County Juvenile Court and equity specialists



# Update to Timeline

- May 16<sup>th</sup>: Committee review of additional feedback and update of document
- May 22<sup>nd</sup>: Collect Additional Feedback from GB at GB meeting
- May 23<sup>rd</sup>: Committee review of GB Feedback. Update and send document to be translated to Spanish, Create requisition for printing through TUSD print shop.
- June 5<sup>th</sup>: Town Hall review of document
- June 12<sup>th</sup>: Ask for GB approval
- June 13<sup>th</sup>: Submit for printing

# Documents for Current Review

- Draft GSRR updated May 16<sup>th</sup>
- Matrix of feedback results updated May 10<sup>th</sup>

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Front Page	i	left justify title and words. Change title font to a clean font, font is hard to read. Do not use italics at the bottom. Do not use all CAPS or center justify, it is hard to read for low literacy	Reviewed	N	
Front Page	i	The title of the document should be bold and clear on the front cover	Reviewed	Revised, page i	
Safety Zone / Table of Contents	ii	Page 2- school safety number should be more prominent- larger font	Reviewed	Revised, page 2	
Safety Zone / Table of Contents	ii	have "your school is a safety zone" inside the front cover, make larger. No caps and no italics. Page 3 would become the page for the discrimination policy and table to contents. No larger font for table of contents. No CAPS, or you can make the discrimination statement on page two and leave page 3 as the table of contents.	Reviewed	N	
Safety Zone / Table of Contents	ii	Suggest bullets on Table of Contents pages 4-12 like the items below. Otherwise it looks like all items are negative because those are bulleted	Reviewed	N	
Acknowledgement Form	iii-iv	Code of Conduct Acknowledgement Form either first or last page	Reviewed	Moved to front of the book, pages iii-iv	
Acknowledgement Form	iii-iv	spell out school year (SY)	Reviewed	Revised on page iii	
Acknowledgement Form	iii-iv	I collect the signature page from the teachers. When signed by both the student and parent, it can be difficult to read the names. A line at the top that says please print student name and grade would be very helpful. Thank you.	Reviewed	Add "(Please print legibly) under both sig lines on page iii	
Acknowledgement Form	iii-iv	"can be measured when" Can be measured when? Or "is measured by the extent to which..."?	Reviewed	N	
Acknowledgement Form	iii-iv	"excellence, safety, personal responsibility, and kindness" [changed to red]	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Acknowledgement Form	iii-iv	"I acknowledge that I have read and reviewed the information in this document with my child." Not strong enough. Must revise. Please provide a different statement for parents and students, as they are subject to different expectations with regard to the GSRR. Do all students have a home room? Consider: For students: By signing this form, I acknowledge that I have read and understand all the information in this Guide for Student Rights and Responsibilities, that I agree to follow the rules as they are set out, as applicable, I will accept the consequences provided in the GSRR. For parents: By signing this form, I acknowledge that I have read and understand all the information in this Guide for Student Rights and Responsibilities, that I agree to assist my child/ren to follow these rules, and that if my child/ren violate any of the rules, as applicable, I will support TUSD in administering the consequences as they are set out in the GSRR.	Reviewed	N	All students have a homeroom
Acknowledgement Form	iii-iv	re Parent and Student Signature Line [change to Month, Day, Year rather than just Date]	Reviewed	N	
Acknowledgement Form	iii-iv	Page 5- Code of Conduct page- if tearing out and returning to school, there should not be anything on the back page	Reviewed	N	
Superintendent Welcome	01	Determines is misspelled in Dr. Trujillo's message to students on the 2018-19 document.	Reviewed	Revised	
Superintendent Welcome	01	should be at left behind front page	Reviewed	N	
Superintendent Welcome	01	remove italics	Reviewed	N	
Basic Information	02	Pg. 4- "has jurisdiction"-this language is very legalistic, probably better to explain at 8th grade level	Reviewed	Replace "jurisdiction" with "authority" on page 2	
Basic Information	02	Pg. 4- "School sanctioned vehicle" School sponsored vehicle? I believe an activity or event, but not a thing can be "district sanctioned"	Reviewed	Replace with "vehicle used for school purposes" on page 2	
Basic Information	02	Pg. 4- "resulting in a detrimental effect" Explain at 8th grade level	Reviewed	Replace with "harmful" on page 2	
Basic Information	02	Pg. 4- Lodge a complaint area- This is not clear. Does this apply to all complaints or just to discrimination, harassment, hazing, dating abuse, bullying, and unfair disciplinary actions?	Reviewed	Replace "Lodge" with "Make" on page 2	
Basic Information	02	"or online...disciplinary actions" This is not clear. Does this apply to all complaints or just to discrimination, harassment, hazing, dating abuse, bullying, and unfair disciplinary actions?	Reviewed	N	This applies to the listed items

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Basic Information	02	Pg. 4-make it clear that it can be a verbal complaint; doesn't have to be "filed" as a written document	Reviewed	Replace "Lodge" with "Make" on page 2	
Basic Information	02	Pg. 4, when/where does code apply-delete extra space	Reviewed	Deleted	
Basic Information	02	On page 4, the first question and third question should use the complete name of the document- Code of Conduct"	Reviewed	N	
Basic Information	02	On page 4 IDEA should be spelled out the first time it is used	Reviewed	Revised on page 2	
Basic Information	02	On page 4, the first sentence under the 4 <sup>th</sup> question should be (door to door). Language needs to be clear for all groups using the Code of Conduct.	Reviewed	N	
Basic Information	02	On page 4, the first sentence under the 4 <sup>th</sup> question should be (door to door). Language needs to be clear for all groups using the Code of Conduct.	Reviewed	N	
Basic Information	02	Pg. 4-who are the members of the discipline review team	Reviewed	Added the additional duties of the Team on page 2	The Discipline Director and the Compliance Liaison, see page 2
Basic Information	02	Pg. 4-omit "whenever possible" in 2nd bullet point of What Principles Guide the Administration of Discipline at TUSD section	Reviewed	Removed from page 2	
Basic Information	02	P. 4 – last paragraph, remove the close parenthesis symbol after parents	Reviewed	Removed	
Basic Information	02	Pg. 4-1. Under "When and Where Does the Code Apply?" on pg. 4, clarify or give suggestions as to what "off-campus actions" include	Reviewed	This will be addressed through training	
Basic Information	02	"in the classroom" should not be the goal. The goal should be learning environment, which includes recess, outdoor study, gardens, etc.... This goal is restated on p. 7.	Reviewed	Revised, page 2	
Basic Information	02	On p. 4, I am not sure how the school would have jurisdiction over off-campus activities. The standard is much too broad and needs to be narrowly defined. There is too much discretion provided to administrators as to whether something is "disruptive." This should be a legal matter.	Reviewed	N	
Basic Information	02	Pg. 4and 10-What IDEA? Definition. Consider explaining acronyms or making a glossary of terms; Explain the phrase "portal to portal"	Reviewed	Revised	
Basic Information	02	Pg. 4-I like it. Other pages should be in this format	Reviewed	N	
Basic Information	02	Pg. 4-Change to "What is the Code of Conduct?" Remove italics. Students or parents); remove parenthesis	Reviewed	N	
Restorative Practices / PBIS	03	Page 6 – De-escalation paragraph: After reading this paragraph, how many times is "appropriate"	Reviewed	N	
Restorative Practices / PBIS	03	Who is responsible.....Not clear—is it everyone, or is it the instructional faculty and staff? Not everyone?	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Restorative Practices / PBIS	03	What are RP... This is not clear. Consider something like: Restorative practices focus on preventing inappropriate behaviors. They also represent an attempt to reform school discipline measures, to make them less punitive and more educational. The goal is to improve relationships among teachers, students, and the entire school community. Restorative practices teach people how to address power imbalances by promoting relationship-building and understanding. They do not take the place of disciplinary consequences; instead, restorative practices help to improve behaviors and decrease the need for such consequences over time.	Reviewed	N	
Restorative Practices / PBIS	03	How does TUSD implement..... Not clear about how they work in school, if a student misbehaves in the middle of class. Is the teacher to continue following their lesson plan? Stop the lesson and form a circle—and, if so, when does the missed material get covered?	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	how does TUSD implement.... And teachers?	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	How does TUSD implement..... Who is trained for this (what position title)? When does this happen? What if none of this actually happens (policy is not practiced as it is written)?	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	How does TUSD implement.....reflection form-To what end? What will happen to the form? Why not require that the student also complete missed classwork? When will student make up missed work if not while in the PIC?	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	What are PBIS-Why is this separate from restorative practices? Are our restorative practices not embedded in a PBIS framework?	Reviewed	N	
Restorative Practices / PBIS	03	How does TUSD implement PBIS-What if this does not happen? What is the consequence? Who is "TUSD" referring to—what person can parents or students go to if none of this happens?	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	Position on EC-Agreed: this is confusing. Consider: Exclusionary consequences are a last resort, so teachers are permitted to send students out of class only if the student's behavior seriously disrupts the learning environment, as determined by the teacher.	Reviewed	N	
Restorative Practices / PBIS	03	When do EC apply-How is safety prioritized? This is not clearly written.	Reviewed	N	
Restorative Practices / PBIS	03	When do EC apply-This is not very clear. Due process is different in school than out, but that is not apparent from this language. The language also assumes that readers know what due process is. Also, does this apply to any exclusionary consequence? Being sent to PIC?	Reviewed	<b>Replaced "see Policy JK...." with "see information on DP below, pages 6-7"</b>	
Restorative Practices / PBIS	03	When do EC apply.....disciplinary consequences <b>must be paired</b> -what if they are not?	Reviewed	N	
Restorative Practices / PBIS	03	When do EC apply...learn from their behavior and, <b>where possible</b> -is it ever not possible? Appropriate?	Reviewed	N	
Restorative Practices / PBIS	03	When do EC apply....to protect student, staff or visitor <b>safety</b> -is this necessary? If yes, please clarify	Reviewed	N	
Restorative Practices / PBIS	03	Pg. 7-clarification on the RP/PBIS position and whether this will be an actual paid position or stipend	Reviewed	N	



Section	Page(s)	Comment	Result	Revision	Responses to Questions
Restorative Practices / PBIS	03	Pg. 8-like this page	Reviewed	N	
Restorative Practices / PBIS	03	Pg. 9-clarification on ISI and ISS-please distinguish as to whether we would actually have both or just one and would be based on content instructor or a highly qualified instructor	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	pg. 6-PBIS-spacing problem	Reviewed	Revised	
Restorative Practices / PBIS	03	As an employee, I understand the intent and purpose of all of the information included in the GSRR. It is a lot of information, and the language in the GSRR includes a lot of definitions and process guidelines that seem to be targeted more to employees than parents and students. Maybe the information about PBIS and Restorative practices could be communicated by using a visual or flow chart instead of typing out all of the definitions and processes	Reviewed	N	
Restorative Practices / PBIS	03	Pg.7-Refelction form-What dies that look like?	Reviewed	N	Varies from school to school, and sometimes between teachers for what works best at a particular site or classroom
Restorative Practices / PBIS	03	Page 6- To tie into each school's PBIS, include "Honor your school's expectations"	Reviewed	N (this may be addressed through training or site-based PBIS materials)	
Restorative Practices / PBIS	03	Comments: Page 5 of the new GSRR is unclear as to what we're asking from the students. On Page 6, you mention that "district staff including teachers, counselors, and administrators" can do restorative circles. This seems to exclude Intervention Techs, monitors, aides, etc... Many of whom are trained and expected to run restorative circles.	Reviewed	Revised to state "district staff including, but not limited to..."	
Restorative Practices / PBIS	03	Pg. 7- De-escalate - ...Students will complete a reflection form to help staff de-escalate the situation and assist in helping to restore the student back... -- Will the entire district be using the same type of reflection form -- or will each school create one for their needs? - I would appreciate being able to use the one we are currently using.	Reviewed	N	
Restorative Practices / PBIS	03	Pg. 7-, it should be clear that exclusionary consequence cannot include recess time under State law. This also applies to p. 8 under Positive Intervention Centers.	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	formal restorative conferences need to be harder because when a student gets an expulsion of 4 or 5 days and then come back to class they keep doing it.	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Restorative Practices / PBIS	03	<p><b>A-Small Impromptu circles or large group circles:</b></p> <ul style="list-style-type: none"> <li>• Small circles: a few people meet to briefly address and resolve a problem.</li> <li>• Small circles are facilitated by district staff including teachers, counselors, and/or administrators.</li> <li>• Large circles: a larger group can meet in a large circle or a classroom circle to discuss issues, answer questions, solve problems, or offer feedback.</li> <li>• Large circles are facilitated by district staff including teachers, administrators, and/or learning supports coordinators.</li> </ul> <p><b>B. How Does TUSD Implement PBIS?</b></p> <p>TUSD strives to create safe, positive environments by:</p> <ul style="list-style-type: none"> <li>• defining and teaching behavioral expectations;</li> <li>• monitoring and acknowledging appropriate behavior;</li> <li>• providing corrective, appropriate consequences;</li> <li>• providing appropriate behavioral supports (including actions like mentoring, social skills groups, and daily monitoring);</li> <li>• using a team-based approach; and using referral data for problem solving</li> </ul>	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	<p><b>Who Is Responsible For Implementing Restorative Practices and PBIS?</b> Everyone. At every site. (unclear because below you lists specific responsibilities for staff but not for every one else.)</p> <p>Under the direction of the campus principal and/or the Restorative and Positive Practices Facilitator (RPPF), staff members at every site</p> <ul style="list-style-type: none"> <li>• must understand school rules;</li> <li>• reinforce appropriate student behavior; and</li> <li>• use constructive classroom management, positive behavioral interventions and supports, and/or restorative practices strategies, where appropriate, to promote safe,</li> </ul>	Reviewed	This will be addressed through training	
Exclusionary Consequences	04	Pg. 8-concern about "or longer than one class period" rather than thirty minutes. They asked how long periods go (ewe said 55 to 105 for block periods)	Reviewed	This will be addressed through training	
Exclusionary Consequences	04	Pg. 8- Exclusionary processes is a good addition, but I think there is too much information given. When a lot of information is thrown in at one time it dilutes the message that you want to focus on. For exclusionary practices I would keep the 1st line in the section "what are exclusionary practices", the chart, "when do they apply" and the chart	Reviewed	N	
Exclusionary Consequences	04	Pg. 8-Order of consequences listed under exclusionary practices-intense to state expulsion first	Reviewed	Revised to list positive alternatives to suspension first, and expulsion last on page 4	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Exclusionary Consequences	04	Pg. 8-the PIC room should be at the top of the page	Reviewed	Revised to move the section on PIC rooms after Abeyance and before ISI on page 5	
Exclusionary Consequences	04	Pg. 8-too many fonts/graph is confusing	Reviewed	N	
Exclusionary Consequences	04	Pg. 8-consequences should be in-school suspension. Students need to really feel they did wrong but taking them out of school is not good	Reviewed	N	
Exclusionary Consequences	04	Pg. 8-What Are Exclusionary Consequences? Exclusionary consequences are disciplinary consequences that remove a student from classroom instruction for longer than thirty minutes, or longer than one class period. These include: • expulsion, • out-of-school suspension, • positive alternatives to suspension (see page 8), and • in-school suspension	Reviewed	N	
Exclusionary Consequences	04	Pg. 8-When Do Exclusionary Consequences Apply? Chart is confusing. Start with level 1, less severe offense to level 4-5 severe. Remove number for exclusionary practices and use bullets. Use dark arrows.	Reviewed	N	
Exclusionary Consequences	04	See chart on feedback form	Reviewed	N	
Exclusionary Consequences	04	Pg. 8-Order of level flow chart-maybe start with level 1 on left and work to level 4-5 on right	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	We worry that under the PICs it says we will provide a short time in the PIC room. We do not have staff for a PIC room during all hours of the school day. Currently we use a monitor only during lunch times.	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	At the elementary school level, we feel we need more information about how an abeyance contract would be implemented.	Reviewed	N (training issue)	
Positive Alternatives to Out-of-School Suspension	05	The term "PIC Room," should say PIC or Buddy Room (since some schools, including our elementary school, use buddy rooms. Not all schools have specified PIC rooms.	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Abeyance Contract Must be Considered for All First Level 4 Offenses (We agree to this new change)	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Pg. 9-maybe use "positive alternatives to out of school suspension" to be clearer.....otherwise ISS is confusing	Reviewed	Revised on page 5	
Positive Alternatives to Out-of-School Suspension	05	Pg. 10-we reviewed and agreed on the abeyance -all students given opportunities	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Pg. 8-Fulfilling the terms of the Abeyance Contract? Consider: if the student fulfills the terms of the Abeyance Contract, the student may have their suspension shortened or eliminated.	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Positive Alternatives to Out-of-School Suspension	05	Pg. 8-What happens if administrators do not offer an abeyance contract?	Reviewed	This will be addressed through training	
Positive Alternatives to Out-of-School Suspension	05	Pg. 8-ISS-not clear	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	PG. 8-DAEP. "continue their education...."What does this mean? They can continue taking classes? Where (at Project MORE)?	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Pg. 8-reflection form...What happens to the form?	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Pg. 8-PIC's...de-escalate the situation...what situation?	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Pg. 8-Consider: The purpose of PICs is to provide disruptive students a place to go outside of class. A teacher can send a student to the PIC for a short time only (no more than 30 minutes or the remainder of one class period, whichever is less). The PIC will provide a positive and supportive environment where students can de-escalate if they are feeling angry, overwhelmed, or in need of a time-out. The social worker in the PIC will help students fill out a reflection form and work with the students to develop social and emotional tools they can use to handle their feelings, focus on learning, and return successfully to the classroom.	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Pg. 9- The Draft Code indicates that students "may take a short time... to de-escalate if they feel angry, overwhelmed, or in need of a time-out." (Draft Code at 6; see id. at 8 (under "Positive Intervention Centers").) While Mendoza Plaintiffs have no objection to the de-escalation time-outs or the PICs at which the time-outs will take place, the language of the Draft Code seems to suggest that students decide whether to take these time-outs. Mendoza Plaintiffs presume that teachers and other school staff can also make the decision about whether a student should take a de-escalation time out. If they are correct, they suggest that the District revise the Draft Code language to make this clear.	Reviewed	<b>Revised to add "so that a teacher can provide a student a short time..." on page 5</b>	
Positive Alternatives to Out-of-School Suspension	05	On page 9, The statement that the administrator MUST offer abeyance contracts when the violation is mutual combat, should include wording such as" unless there are serious injuries" .	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Page 9. Abeyance contracts must be offered? Does that mean parents cannot appeal?	Reviewed	N	Parents may still appeal
Positive Alternatives to Out-of-School Suspension	05	Clarification between ISI and ISS; is ISI student reassignment?	Reviewed	This will be addressed through training	
Positive Alternatives to Out-of-School Suspension	05	Pg. 9-Abeyance means to not instantly enforce the suspension. An Abeyance Contract.... Abeyance Contracts must be offered by administrators when a student has violated the following infractions: • Mutual combat (fighting) • Possession or use of drugs or alcohol	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Positive Alternatives to Out-of-School Suspension	05	Pg.9-ISS is an alternative to short-term suspension where students may be supervised by a highly qualified teacher or other staff member. The students in ISS will continue to receive their core curriculum. (are they excluded from electives or extra curricular activities?)	Reviewed	N	
Due Process	06 - 07	Pg. 12-Does a parent have the right to send their child to school during the appeal? Is the student still suspended if the violation is non-violent	Reviewed	N	No and Yes
Due Process	06 - 07	Pg. 12-The Draft Code (at page 12) describes the appeal process and timeline for longterm suspensions, which can take up to 36 days. However, level 4 long-term suspensions which presumably involve the most common long-term suspensions are from between 11-30 days. Mendoza Plaintiffs are concerned about the possibility that a long-term suspended student may successfully appeal their suspension, but will be unable to do so until they have already served the entirety of their long-term suspension. Mendoza Plaintiffs are however mindful that the timeline provided in the Draft Code reflects maximum amounts of time within which specific steps in the appeal process are to occur.	Reviewed	N	
Due Process	06 - 07	We like the description of "due process."	Reviewed	N	
Due Process	06 - 07	Pg. 12-concern about "ongoing threat of disrupting the academic process:...suggest "disrupting the academic process" and removing "ongoing threat of"	Reviewed	Remove "ongoing threat of" and add "disruption of" (corresponding change to regulation) on page 6	
Due Process	06 - 7	The Draft Code provides a chart in which the long-term suspension decision and makes clear that if the student ultimately is administered a long-term suspension (regardless of whether they opt to serve that suspension at home or in DAEP), the time during which the student was short-term suspension pending the hearing will be "counted" toward their long-term suspension. Mendoza Plaintiffs believe this portion of the Draft Code should be revised to provide this clarification.	Reviewed	Revised, page 7	
Action Levels	08	We understand the increase to a level 4. As long as it is ongoing and escalating and interventions are documented in Synergy, we feel sometimes an out of school suspension is warranted.	Reviewed	N	
Action Levels	08	At the elementary level, we feel possession and use should be higher	Reviewed	N	
Action Levels	08	Possession of drugs or alcohol should still be automatic hearing, no matter first, second or third. With the option of abeyance for the first violation as is. Second offense should be long-term 45 days or more. Possession once is a mistake, 2 or more is not a mistake. Leave in hands of hearing officer. Should remain level 4 and go to hearing.	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Action Levels	08	Remove "ISI and Abeyances" from Discipline Review Team, ISI and abeyances occur far too frequently to be monitored in real time by the Team	Reviewed	Revised to clarify that immediate communications occur for suspensions but that the Team will still review the use of ISI and Abeyances on page 9	
Action Levels	08	Under Level 1: Before referring a matter to site administration, classroom teachers are expected to employ at least <u>three</u> classroom-level interventions <b>with proper documentation</b> .	Reviewed	Revised to add "with proper documentation" on page 8	
Action Levels	08	Please clarify: "3 classroom interventions" before student behavior is expected to be addressed to admin-what does that look like in an elementary school where classroom teacher has that student all day? Clarify what that "time frame" looks like for elem, middle and high school levels?	Reviewed	This will be addressed through training	
Action Levels	08	Top of page 8 – We do not agree that it should be <u>mandatory</u> that administrators offer abeyances for fighting, and possession or use of drugs and alcohol.	Reviewed	N	
Action Levels	08	Pg. 14-reorganization of responses-we thought this list is a mix of interventions and consequences, like detention is not an interventionist's a consequence...maybe make it clear what a consequence is vs. an intervention, <b>two columns rather than three, with clear labeling of what is a consequence vs. an intervention</b>	Reviewed	This will be addressed through training	
Action Levels	08	Pg. 14-concern about mutual combat going to level 4... One kid assaulting another is most serious, we're okay treating that as Level 4 Then, one kid is aggressor, but other kid responds and both engage in a fight – we agreed on those also being considered a "mutual assault" – DOJ agreed with treating these as 1-3 day suspension as a lesser form of Level 4...they don't object to treating them as two different levels of assault Then (what we think of as most incidents), two kids in a classroom, one says something to the other, they start talking and pushing back and forth...then that's the end of it, or someone throws a punch ... we think that would still be treated as a Level 3 o Seriousness of the physical conduct and the potential for being hurt + both kids targeting each other is a good line...that they walked away should not be the line o Intention of central folks is different than the intention of admins...even now, assault is being overused as we see in Q3...OUR MAIN CONCERN IS THAT INCIDENTS THAT ARE CURRENTLY BEING CODED AS A FIGHT WILL NOW START BEING CODED AS LEVEL 4s WITH EXCLUSIONARY ... Maybe consider changing the definition of assault, taken from criminal code....if we mean one kid attacking another we should say that in the definition	Reviewed	This is a training issue that will address the use of Level 3 "Other Aggression"	



Section	Page(s)	Comment	Result	Revision	Responses to Questions
Action Levels	08	We agree with the idea that no more than 3 classroom level interventions for behavior needs to be addressed by administration-having a limit helps	Reviewed	N	
Action Levels	08	For substance abuse workshops, consider partnering with external organizations (TUSD used to do this) that can come in and do an evaluation with the student and the family to determine the root cause of potential addiction. If you are using social workers, they could also incorporate the student's family into the workshop and into fight mediations.	Reviewed	N	
Action Levels	08	Level 1 classroom interventions should be every semester, not every nine weeks	Reviewed	Revised to every semester on page 8	
Action Levels	08	Fighting is an automatic level 4, which will impact our students here	Reviewed	This will be addressed through training	
Action Levels	08	On page 14 "student agrees to attend drug or alcohol use workshop". Who will conduct the workshop?	Reviewed	This will be addressed through training	Social workers, counselors, RPPCs, etc.
Action Levels	08	At top of page 14, consequences is misspelled	Reviewed	Revised	
Action Levels	08	I applaud the effort to reduce the consequences for first time offenders of mutual combat and possession or use of drugs and alcohol. However, I caution that for mutual combat that seriously disrupts the school atmosphere, that leeway be given to administrators to remove students from school environment for the full three days.	Reviewed	N	
Action Levels	08	Pg. 14-Comments: A high school teacher has 165 students, seen in groups of 30 - 36. Requiring them to make 3 level one interventions before sending to MTSS every nine weeks is too time consuming. Further, I can understand resetting every nine weeks for young children, but not young adults. At 14-21, three times per school year should be enough. Also, currently, there is not enough MTSS staff to handle referrals in a timely manner, meaning that as the students do receive level 1 interventions by the teacher, without consistent follow up, behaviors continue and impeded the educational process for all students to due classroom disruption, and the time it takes the teacher to do the required documentations. Suggestions: Since high school students typically have 6-7 teachers, level 1 interventions should be counted inclusive of all teachers of the student who are identifying the behavior. MTSS staff increased to handle all of level 1 and 2 referrals within a reasonable time frame. To assess how much more staff is needed, survey classroom teachers, asking how many times they haven't made the referral due to lack of time to document, or number of times they received no response from MTSS team. I believe it is developmentally appropriate for young adults - high school age students- to receive only three level 1 or 2 classroom interventions by teacher per year; not per quarter.	N	Revised to every semester on page 8+G27	
Action Levels	08	Pg-13: Guidance-What actions can teachers take? This document does not seem to provide for teacher rights to assign disciplinary consequences, unless I have missed something.	Reviewed	N	Level 1 actions, no revision
Action Levels	08	Pg. 13-level 1- parent notification and conference request-Just a request?	Reviewed	N	yes, we cannot force parents to attend a conference

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Action Levels	08	Pg. 13-For the whole chart, is the text going to be different sized fonts and colors, as it is here?	Reviewed	N	No
Action Levels	08	Pg. 13-include components of restorative conferences/circles	Reviewed	Add "see page 3" after "restorative conference/circles" on page 8	
Action Levels	08	Pg. 13-Action Level 3 should mandate at least in-school suspension, with the restorative actions required prior to re-integration into the school population. Most of the Level 3 violations listed are serious enough to warrant immediate suspension, not just in the case of continued or escalating misbehavior.	Reviewed	N	
Action Levels	08	Sexual harassment violation changed from level 3 to level 4; Indecent exposure/public sexual indecency and sexual harassment w/ contact changed to level 5 with police contact	Reviewed	N	
Action Levels	08	Pg. 14-What defines "on-going and escalating" on Level 3?	Reviewed	This will be addressed through training	
Action Levels	08	On pages 14 and 15, mutual combat lists two different consequences		Added "a second fight may result in a long-term suspension if approved by the Discipline Review Team and Ass't Sup't" on page 9	
			Reviewed	Added "or second offense" on page 10 (to match the update on page 9)	
Action Levels	08	Consider adding a loss of privileges and community service component	Reviewed	N	
Action Levels	08	9 weeks seems like a long time in level 1	Reviewed	N	
Action Levels	08	Under level 4: what's an intake interview after suspension?; principals should be able to check for drugs and alcohol after a student offender returns without a time limit	Reviewed	N	
Action Levels	08	Pg. 14-Bold 1st and 2nd offense on page 13, action level 4 regarding possession or use of drugs.	Reviewed	N	
Action Levels	08	What is the substance abuse workshop? Is it free? Does the district offer the class?	Reviewed	This will be addressed through training	
Action Levels	08	Pg. 14-Clarify "every 9 weeks." Do teachers have the authority to decree all of these consequences? (Consider adding "hand shake along with verbal/written apology.	Reviewed	N	
Guidelines for Applying Consequences	09	at the acknowledgement part, change the color so that parents know that they have to sign and return			
			Reviewed	N	
Guidelines for Applying Consequences	09	there is a typo: "Remainer" instead of "Remainder."	Reviewed	Revised	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Guidelines for Applying Consequences	09	Under the Guidelines for Applying Consequences on page 12 it says: <b>2. Principals and APs at the elementary level (Pre-K-5<sup>th</sup> Grade) may consider all violations, with the exception of possession of firearms or any incidence of threat to an educational institution , at one level lower than that of the actual violation.</b> Our understanding is that elementary principals and APs have been directed to impose consequences at one level lower, it is not an option. If it is not an option – it cannot say MAY	Reviewed	N	It is an option
Guidelines for Applying Consequences	09	Pg. 12-If elementary principals and APs are <b>directed</b> to impose a consequence at one level lower, consider adding a column for action levels headed Elementary	Reviewed	N	It is an option
Guidelines for Applying Consequences	09	Pg. 16- Mendoza Plaintiffs are confused about the District's approach to elevation of disciplinary consequences and are concerned about how elevations may be applied under the approach proposed in the Draft Code. As an initial matter, as reflected in the current operative GSRR, the parties and Special Master previously agreed to elevations of disciplinary consequences of no more than one level. (See GSRR at 21 (Administrators "will not permit a single type of behavior to be elevated more than one level, regardless of frequency or occurrence").) Mendoza Plaintiffs are concerned that students with repeat relatively minor level 1 violations, for example kissing six times within a nine-week period, could end up being administered exclusionary discipline if consequences are elevated two levels under the Draft Code language. Mendoza Plaintiffs presume that the proposed Draft Code language will not so be applied, however, they are confused about what issue(s) the District may be trying to address by permitting elevations of two levels. Their confusion is compounded by their understanding that the District has in the past only infrequently elevated students' disciplinary sequences. Mendoza Plaintiffs therefore request clarification on this issue and other issues raised by the proposal to allow for elevations of two levels.	Reviewed	N	
Guidelines for Applying Consequences	09	#1, where it is stated , "must communicate with Student Equity immediately" when suspending students, admin is saying that notifying immediately might be impossible and would like further written communication on this topic	Reviewed	N	
Guidelines for Applying Consequences	09	Pg. 16-bold the words "with approval "regarding elevating discipline levels	Reviewed	<b>Revised to bold and underline the words "if approved" on page 9</b>	
Guidelines for Applying Consequences	09	item 1-"communicate with student equity..." communicate what? "Equity will review all suspensions..." for what?	Reviewed	N	To ensure consistent application of the GSRR
Guidelines for Applying Consequences	09	item 2-"shall consider all violations..."this is not clear. Example?	Reviewed	This will be addressed through training	
Guidelines for Applying Consequences	09	item 3-not clear	Reviewed	This will be addressed through training	
Guidelines for Applying Consequences	09	item 4-'waiver of mandatory actions...' not clear	Reviewed	This will be addressed through training	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Guidelines for Applying Consequences	09	item 8-Actions. Why capitalized now? Not clear and repetitive	Reviewed	N	
Guidelines for Applying Consequences	09	item 9-but no other defenses?	Reviewed	N	
Guidelines for Applying Consequences	09	item 10-not clear	Reviewed	This will be addressed through training	
Guidelines for Applying Consequences	09	Page 16. Rough play is not addressed. Clarification needed – Do all level 2 infractions go to administrators directly	Reviewed	N	Teachers may but are not required to address Level 2 behaviors
Guidelines for Applying Consequences	09	PG. 16- “... must communicate with the Discipline Review team immediately to jointly review the suspension. –It should not be necessary for a Discipline Review team to immediately review the suspension. –This action should remain with the principal. If the principal has a question about the need or requirement for the suspension – they can make the call to the Assistant Superintendent or Director/Discipline Review team. These should be an option not a mandate. – Monitoring is not determining or deciding the actions of the principal. – Monitoring is reviewing and providing insight to the principal after the fact.	Reviewed	N	
Guidelines for Applying Consequences	09	PG. 16-We are not in agreement with the statement in section 3. ... If approved, the Discipline Review Team will forward the request to the Assistant Superintendent for final approval. These suspensions need to be made in a timely manner and not be placed into a waiting game for approval. Principal is trained or may be trained on the requirements for suspensions. Principals may then act on these issues quickly and correctly under the guidelines that are required by the district.	Reviewed	This will be addressed through training	
Guidelines for Applying Consequences	09	PG. 16-...An administrator must immediately notify an Assistant Superintendent and the Discipline Review Team when law enforcement is contacted. – Principals are currently sending this information to their directors as needed. What is the importance of having to “immediately notify an Assistant Superintendent and the Discipline Review Team” we need to show that we trust the work of the principal.	Reviewed	This will be addressed through training	
Guidelines for Applying Consequences	09	PG. 16-Clarify item #2.	Reviewed	N	
Guidelines for Applying Consequences	09	PG. 16-On #6, is this true for all cases or is it case by case?	Reviewed	Revised to include bold on “shall consider”	
Guidelines for Applying Consequences	09	PG. 16-2nd bullet-is this a new thing?	Reviewed	N	
Guidelines for Applying Consequences	09	PG. 16-very important info but needs bigger font	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Mutual Combat	10	Pg. 14-it appears that the approach reflected in the Draft Code would result in a great expansion of exclusionary discipline with respect to misbehavior that does not now warrant such discipline and effectively return the District to the approach that was so problematic in the 2016 GSRRAQ. Further, by making all "mutual combat" a level 4 infraction requiring at least some suspension days, the Draft Code conflicts with USP Section VI, B, 2, a, requiring that exclusionary discipline be limited to "ongoing and escalating" misbehavior imposed after appropriate interventions have been attempted and documented.	Reviewed	This will be addressed through training	The District expects this change to result in less days out of school by addressing fighting with mediation and abeyances rather than long-term suspension
Mutual Combat	10	Mendoza Plaintiffs are particularly concerned with the Draft Code approach to "mutual combat" given that, following (and notwithstanding) delivery of the October 20, 2016 Principals' Letter to TUSD principals, District data showed a pattern of TUSD administrators improperly coding incidents as "Aggression-Assault" and administering exclusionary discipline even though "a significant number of the incidents... involve[d] mutual conduct, and therefore should, based on the information provided, [have been] treated as Aggression-Fighting (and therefore not... [have led to the imposition of] exclusionary discipline)." (See January 5, 2017 United States' Evaluation of Fighting Incidents memo.) Based on this experience, Mendoza Plaintiffs believe that, as a practical matter, were the Draft Code to take effect, teachers and administrators would similarly overcode incidents of aggression between students as "mutual combat" resulting in exclusionary discipline.	Reviewed	N	
Mutual Combat	10	"Mutual Combat (Fighting)" is "defined as a physical altercation in which both parties are willing participants, where a preponderance of evidence notes that both parties 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 in the physical altercation/fight." (Draft Code at 15.) This definition appears to be very fact-intensive, requiring a detailed assessment of the circumstances around a physical altercation and does not seem to fully appreciate that fights often can occur within a matter of moments (thereby complicating assessment efforts) or that it may often be the case that investigation of a physical altercation may result in little or conflicting information on the circumstances surrounding such altercation.	Reviewed	N	
Violation Charts	10 - 17	Negative Group Affiliation-we would like to see this as a [possible school safety contact]	Reviewed	N	
Violation Charts	10 - 17	Leaving School Without Permission: We are seeing many students who come from homes of trauma running or hiding off campus. We feel this is a level 2 offense as it is a high safety concern.	Reviewed	N	
Violation Charts	10 - 17	Page 18-22, (Per Arizona Revised Statute) should be added to each box.	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Violation Charts	10 - 17	"fighting" where it states in bold, "will be granted an automatic waiver of the mandatory long-term suspension-more clarification on what the "waiver" would be	Reviewed	N	The waiver means mutual combat does not automatically carry a mandatory long-term (10-30 day) suspension like other Level 4 violations
Violation Charts	10 - 17	The Site Council loved that fights were elevated to a 4. We were all of with the verbs being changed and some of the categories being combined. All other wording that was changed was also accepted.	Reviewed	N	
Violation Charts	10 - 17	Members questioned why "Other School Threat (verbal) went down from a 5 to a 4. Carol Rodriguez explained what a 4 meant as far as suspension versus a 5 which means long term hearing and an expulsion hearing. Also went over what Pima County Sheriff's Department does when called for this kind of threat. Site Council is OK with a level 4.	Reviewed	N	
Violation Charts	10 - 17	We like the defiance towards authority has been raised to a level two.	Reviewed	N	
Violation Charts	10 - 17	We are concerned that the increase in verbiage in the definition of a fight might make it more difficult to give consequences for fights. We are also concerned about the "evidence" required that could be manipulated.	Reviewed	N	
Violation Charts	10 - 17	We are concerned about truancy as a level 1 consequence. This is a safety issue. We think it is more of a safety concern at middle school or lower grade levels versus High school level students. We are also concerned about student's not taking truancy seriously which could effect safety of students during lockdowns or fire drills. We would like students walking out of class to be considered to be more than a level 1 offense. We also think students should face more than a level 1 for leaving school grounds without permission because we are required to contact law enforcement if students are missing off of school grounds.	Reviewed	N	Repeated truancy may be elevated if interventions do not work to correct the behavior
Violation Charts	10 - 17	We also have concerns regarding the level of vandalism in the GSRR.	Reviewed	N	
Violation Charts	10 - 17	Decreased verbiage in the definition of a fight particularly where it says "where a preponderance of evidence notes that both parties 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 in the physical altercation/fight"	Reviewed	N	
Violation Charts	10 - 17	Firearms section: Description is confusing.	Reviewed	N	
Violation Charts	10 - 17	Firearms section: It says "without authorization by a school administrator." Why would someone be authorized to have a firearm or other weapon? We don't agree with that.	Reviewed	N	
Violation Charts	10 - 17	Pg. 17-definition of assault matches threat or intimidation...not aligned, should be differentiated – another reason not to use the definition for assault	Reviewed	<b>Revised definition of Assault</b>	
Violation Charts	10 - 17	PG. 18-Unknown Drug" is confusing, not sure if it is even used. If not, does it need to be included?	Reviewed	N	
Violation Charts	10 - 17	In the Assault section page 17, check for punctuation	Reviewed	<b>Revised</b>	



Section	Page(s)	Comment	Result	Revision	Responses to Questions
Violation Charts	10 - 17	Pg. 19-The definitions of Total defiance and Disorderly Conduct need to be clarified. Total defiance needs to be addressed more seriously. It destroys the learning environment, can potentially be dangerous, ties a school in knots, and keeps valuable personnel from doing their jobs. It needs to be a suspendable offense. Disorderly conduct at the elementary level does not allow for out of class time (with the action level being lowered one level).	Reviewed	N	
Violation Charts	10 - 17	Pg. 16-"the AZ Dept. of Ed has identified...." Where? When? This section is legalistic, and the tone is very different from above. Can we bring them closer, if you will, in tone and language?	Reviewed	Revised, removed reference to the ADE	
Violation Charts	10 - 17	Pg. 16-Fighting (mutual combat) The term "mutual combat" is unnecessarily vague. Consider "mutual fighting. Preponderance of evidence...Why this standard? Do readers understand what this means, and is it to apply in the legal sense?	Reviewed	N	
violation Charts	10 - 17	Pg. 16-Assault-Given that this is the legal definition, it may be helpful to provide some natural language about what this means, particularly as compared to "fighting."	Reviewed	Revised definition of Assault	
Violation Charts	10 - 17	Pg. 17- Agg assault "teacher or school employee...."It seems as though enough students are charged with this that it is worth highlighting.	Reviewed	N	
Violation Charts	10 - 17	Pg. 20-criminal damage definition-"administrators may consider...." And teachers?	Reviewed	N	
Violation Charts	10 - 17	Pg. 21-combine the two technology violations into one	Reviewed	N	One is a Level 2, the other is a Level 3
Violation Charts	10 - 17	Pg. 21- "posting videos of fights..."Not certain this should go here-the students don't use school property to post	Reviewed	N	
Violation Charts	10 - 17	Pg. 21-threat/intimidation "intentionally placing another person..."Same definition is in the assault violation	Reviewed	Revised definition of Assault	
Violation Charts	10 - 17	Pg. 22-These last pages need revising and editing.	Reviewed	N	
Violation Charts	10 - 17	Pg. 23-Firearms -Revised to align with Policy JICI	Reviewed	N	
Violation Charts	10 - 17	Pg. 24-Simulated Firearm-Comments: Section on simulated firearms needs to be clarified. As currently written, something as simple as pointing your finger at somebody and saying "Bang" could be described as a simulated firearm	Reviewed	Added reference to Policy JICI on page 17	
Violation Charts	10 - 17	Pg. 19- The one area I think needs further attention is Attendance. I see no consequences for chronic absences. It used to be that students earned No Credit if they missed too many high school classes. However, with the adoption of Synergy, I understand that is no longer the case. When I look at the GSRR, it seems that any attendance issue is Level 1, but that seems unlikely to solve attendance problems. I'd recommend returning to the NC system, as well as instituting a progressive consequence system in the GSRR that allows administrators to escalate consequences for repeated attendance issues.	Reviewed	N	In extreme circumstances, a site may request an elevated consequence
Violation Charts	10 - 17	Looks like a typing error on page 2 in the Arson section. "But ma" should be "But may?"	Reviewed	Revised	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Violation Charts	10 - 17	Page 21- Clarify conflict vs. bullying	Reviewed	N	
Violation Charts	10 - 17	Page 22. What is the elementary version of harassment, sexual contact?	Reviewed	N	
Violation Charts	10 - 17	Pg. 20-Vandalism damage "exceeding \$5000" should be lowered to \$500 to have more impact in deterring vandalism	Reviewed	N	
Violation Charts	10 - 17	Pg. 22- Sexual Harassment violations are inconsistent with our mandatory reporting policies.	Reviewed	N	
Violation Charts	10 - 17	Pg. 17-drug vio definition-On school grounds?	Reviewed	N	
Violation Charts	10 - 17	Pg. 23- petty Theft Stealing cash, or property, valued under \$100 – We feel this violation should be Action Level 3 or the value changed to be under \$50.	Reviewed	N	
Violation Charts	10 - 17	Pg. 22-Harassment, Sexual – We feel this violation should be Action Level 4	Reviewed	N	
Violation Charts	10 - 17	Pg. 22-Pornography – We feel this violation should be Action Level 4	Reviewed	N	
Violation Charts	10 - 17	Pg. 34-Dangerous Items: Possessing a knife with a blade length of less than 2.5 inches, air soft gun, b.b.gun, laser pointer, letter opener, mace/pepper spray, paintball gun, pellet gun, razor blade/box cutter, simulated knife, Taser or stun gun, tear gas, firecrackers, smoke and stink bombs, gas, lighter fluid, and 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). – We feel the highlighted items should be moved to the category "Other Weapons" and be Action Level 4.	Reviewed	N	
Violation Charts	10 - 17	Truancy will not be reduced until it is elevated above a level 1. We have pages of interventions for teachers and administrators to keep students in class; but treat intentional student absence as a minor offense.	Reviewed	N	
Violation Charts	10 - 17	Tardiness/truancy should automatically be elevated to the next level after a set number of occurrences. For example, after 10 occurrences it becomes a level 2 offense. After 10 more, it becomes a level 3. These students are negatively impacting the learning of all other students on a daily basis and must be stopped.	Reviewed	N	A site may request an elevated consequence
Violation Charts	10 - 17	Attendance violations should not be level 1. That is not strong enough. Compare to district attendance data. Is this level working to curtail ditching or tardies?	Reviewed	N	A site may request an elevated consequence
Violation Charts	10 - 17	We need more explicit definition of sexual harassment with contact. Does "Slap Butt" qualify?	Reviewed	N	
Violation Charts	10 - 17	Pg. 18-Add vapes to the tobacco violations	Reviewed	Revised, added to page 11	
Violation Charts	10 - 17	Pg. 16-On page 16, everything should be level 3 or higher	Reviewed	N	
Violation Charts	10 - 17	Pg. 17-under endangerment, please give better examples than skateboarding on campus	Reviewed	Revised to include more examples	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Violation Charts	10 - 17	Pg. 19-some of the elements seem more serious than others, for example categorizing not following directions as the same as swearing at a staff member lacks merit; perhaps swearing at a staff member could be categorized under threat and intimidation	Reviewed	N	
Violation Charts	10 - 17	Pg. 20- Under graffiti and tagging- or "other surface" is too ambiguous; does it pertain to property other than TUSD property?	Reviewed	N	
Violation Charts	10 - 17	Pg. 19-add swearing at staff members under threat or intimidation to increase the action level	Reviewed	N	
Violation Charts	10 - 17	Pg. 22-under sexual assault or rape- the age of consent law should be stated	Reviewed	N	
Violation Charts	10 - 17	Pg. 18-under tobacco violation, there should be an exclusion for Native student cultural/religious possession (e.g., medicine pouches). This type of possession should also be addressed in the search and seizure provisions of the GSRR to ensure appropriate cultural handling.	Reviewed	N	
Violation Charts	10 - 17	Pg. 19-under Disruption -- there is no clear definition for "out-of-seat behavior." Without a clear definition, it is too broad and left to the sole discretion of the teacher. There is no clear expectation for the student to understand and adhere to.	Reviewed	N	
Violation Charts	10 - 17	Pg. 19-The words following "Contraband and combustible" are misspelled	Reviewed	Revised	
Violation Charts	10 - 17	Pg. 22-Consider making sexual harassment a level 4 in some cases	Reviewed	N	
Violation Charts	10 - 17	Pg. 23-fenced commercial_____ We think the word building is missing	Reviewed	N	
Violation Charts	10 - 17	Pg. 24- include scissors	Reviewed	N	
Violation Charts	10 - 17	Pg. 17-Defiance and Disrespect towards authority and non-compliance should not be a level 2. It should be a level 3.	Reviewed	N	
Violation Charts	10 - 17	Pg. 19-Lighters in school premises with intent to use should be a level 3	Reviewed	N	
Violation Charts	10 - 17	Pg. 18-alphabetize the chart	Reviewed	N	
Violation Charts	10 - 17	use bigger font	Reviewed	N	
Violation Charts	10 - 17	very important info but too small-font hard to read	Reviewed	N	
Discipline Related Policies and Regs	18 - 19	Pg. 10-Bus consequences should be better defined	Reviewed	N	
Discipline Related Policies	18 - 19	Dress code and cell phone policy needs more explanation/detail.	Reviewed	Add statement that policies are available upon request at any school site, family center, or District office on pages 18-19	
Discipline Related Policies	18 - 19	Weapons (JIC) "weapons are not allowed on campus or property without prior authorization." This needs more with clarity. Prior authorization from whom?	Reviewed	Add "by a school administrator" on page 18	
Discipline Related Policies	18 - 19	Discipline related policies should be placed in the back for reference	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Discipline Related Policies	18 - 19	Great links in the back of the manual to different policies so they are easy to find.	Reviewed	N	
Discipline Related Policies	18 - 19	Pg. 10-attendance policy-Is this code distributed to students in hard copy at the beginning of the year? Or do students and parents only have access online? I think they should only have access online, except for the form that acknowledges that they read and will follow the Code, which should be distributed to parents directly.	Reviewed	N	Yes, and they have access to it online
Discipline Related Policies	18 - 19	Pg. 10-Bus rules-Misleading. Consider removing—parents and students should sign a form that requires that they acknowledge that they know and agree to follow the rules. In that case, it is not that they “should discuss” or “make sure they know.” Rather, they “must”—they are required to adhere to the rules, and they sign a form that acknowledges as much.	Reviewed	N	
Discipline Related Policies	18 - 19	On page 9, there should be a summary of the policies, not just a web link.	Reviewed	N	
Discipline Related Policies	18 - 19	Descriptions under the policies are too brief especially for the cell phone policy; Page 12 eliminate abbreviations	Reviewed	N	
Discipline Related Policies	18 - 19	Pg. 10-the dress code policy needs to include allowance of traditional dress/regalia and honor symbols (e.g., eagle feathers) for important school events (e.g., graduation).	Reviewed	N	
Discipline Related Policies	18 - 19	Pg. 10-“pre authorization for weapon” What does that mean?	Reviewed	N	
Discipline Related Policies	18 - 19	Pg. 10-Ex Ed handbook should be a part of this info too	Reviewed	Revised to include web link	
Discipline Related Policies	18 - 19	Pg. 10-Left justify all policies and regulations	Reviewed	N	
Due Process 504/IEP	19	Pg. 11-“and students suspected of having a disability.....:Not clear. Can anyone not be suspected of having a disability. “may be disciplines in the same manner as any other student... “this is unclear. Manifestation Determination...who must be included in the conference? Who leads of facilitates it?	Reviewed	This will be addressed through training	
Due Process 504/IEP	19	Pg. 11- Mani Paragraph-Do they use data or evidence, or can they just conclude based on their own private measures? “Develop an appropriate behavior plan...”When?	Reviewed	This will be addressed through training	
Due Process 504/IEP	19	Pg. 11-:The district may impose....“Who is the district? As determined by who? Please assign an individual, etc.	Reviewed	Removed “the district” and added “the hearing officer” on page 19	
Due Process 504/IEP	19	Pg. 11-“the district has no obligation to continue to provide.... “ Not clear	Reviewed	Added “pursuant to the 504 accomodation plan” on page 19 for clarification	
Due Process 504/IEP	19	Pg. 11-Where can readers go to find out more about the difference between 504 and IDEA, etc.?	Reviewed	Added a link to the ExEd Dep’t website on page 19	
Due Process 504/IEP	19	Pg. 11-“circumstances involving the use or possession.....: Not clear	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Due Process 504/IEP	19	Pg. 11-for those with IEP or 504 needs to be included in the following section under due process. Left justify and remove underline. Provide link to the EE handbook.	Reviewed	N	
Rights and Responsibilities	20	Pg. 26-This section should also be placed in the first pages of the document to provide a general overview, after the letter from the Supt., and to provide a foundation for the rules.	Reviewed	N	
Rights and Responsibilities	20	Pg. 26-perhaps the 4th bullet under parent and guardian responsibilities should be moved up; under the first bullet, "attend school daily according to school district adopted" should be eliminated	Reviewed	N	
Rights and Responsibilities	20	should be moved to after page 3.	Reviewed	N	
Rights and Responsibilities	20	Pg. 26-under Parent Responsibilities -- parents do not attend school every day.	Reviewed	N	
Rights and Responsibilities	20	Pg. 26-Separate student/parents rights and responsibilities into 2 pages.	Reviewed	N	
Annual Notifications	21	Do I have to attend if I don't want to	Reviewed	N	
General		We feel we need more information about :Reassignment to a different class". We would like "Temporary Alternative Setting" added	Reviewed	This will be addressed through training	
General		We feel that sometimes talking with school safety officers can be valuable. We are not requesting that it be an intimidating setting, just another adult who is worried about the safety of a student. There are times we would like to include the proactive resource of school safety at a level 3.	Reviewed	This will be addressed in training to ensure staff are clear that Safety can participate in interventions but not in administering disciplinary consequences	
General		A Board member noted that the placement review committee process [see 15-841] is not in the GSRR.	Reviewed	Revised to include the following note: "the PIC process is not a substitute for the placement review committee process in the ARS 15-841 or Article 14 of the TEA Consensus Agreement" on page 5	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Need to use "guardian" not just parent; Our Site Council feels that the language is written for "highly educated" individuals with education and background or working in a school; Page 4-last paragraph-Students or parent(s) may file a complaint with the site principal, assistant principal or, Student Equity at	Reviewed	Revised to include "guardians" on page 2	
General		Last night, in connection with IUNDB, the board noted that the direction in IUNDB references that students are responsible for not going to inappropriate places on the internet, but that is not cross referenced in GSRR. I know there is a misuse of tech there, and I am not sure if we made a clear connection to the applicable policies like we are now doing with guns.	Reviewed	IUNDB has not yet been approved	
General		Need a system of funded consequences (lunch det, after school) and a structured system	Reviewed	N	
General		Open Enrollment students are automatically on behavior plan (i.e.. 3 strikes out)	Reviewed	N	
General		All school should have adequate admin to deal with behavior issues; all schools have equal admin	Reviewed	N	
General		Removed disorderly conduct-now other aggression	Reviewed	N	
General		Level 3 should be level 4-such as sex harassment	Reviewed	N	
General		Add language around parent behavior/policy for parents to understand	Reviewed	N	
General		Policy for parents R&R with expectations on campuses	Reviewed	N	
General		The Rights and Responsibilities (p. 23) should be placed directly in front of the Code of Conduct Acknowledgement form (p. 5)	Reviewed	N	
General		GSRR should be available in more languages	Reviewed	N	
General		There are not proposed changes that are needed to the draft of the GSRR. However, we might need some clarification. A site council member was present when Dr. Trujillo talked about the GSRR and the use of yellow and red cards. Member stated that Dr. Trujillo stated that once a yellow card is given it does not have to be given again in the quarter and students are automatically the sent with office referrals.	Reviewed	N	
General		Please define incident	Reviewed	N	
General		It should be broken down by age appropriate levels and it truly is not. We also think it is too vague. Not specific.	Reviewed	This will be addressed in training	
General		The exclusionary consequences are confusing and so to help, we would like to see a basic table ("cheat sheet") at the front of the GSRR which then references to more detailed pages to define terms, as well as a glossary in the back. We would like to see more detailed descriptions of offenses towards the back of the GSRR packet after the basic table with violations and consequences at the front of the manual. We need this "cheat sheet" to interpret information and unclear terms.	Reviewed	This will be addressed in training	
General		We are concerned that their is not a clear system for addressing ongoing and escalating level two behaviors.	Reviewed	N	



Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		We also have some concerns about out of school suspensions in general, because students fall behind on school work and sometimes view it as free time. We think students would be better off in a DAEP type program where they will be supervised and continue to complete school work	Reviewed	N	
General		We don't like the term, "Mutual Combat." We think that "fighting," should be used instead of the term, "combat."	Reviewed	N	
General		There is a lot of color which looks nice online. If this is printed in B & W for the paper version, it would be a lot of ink used which is costly. We'd recommend less use of color for the printed version.	Reviewed	N	
General		Simplify the GSRR and put it in kid-friendly language	Reviewed	N	
General		GSRR needs to be differentiated by grade level	Reviewed	N	
General		We think we need more counselors and social workers at the elementary level	Reviewed	N	
General		Concerns about exclusionary practices-results in unsafe situations in classrooms when students are escalated	Reviewed	N	
General		When a child is removed from a classroom for extreme behavior, that time should be determined by the level of behavior, not an arbitrary time limit	Reviewed	Added "no more than" the remainder of one class period on page 5	
General		We felt that the new layout of the GSRR looked great. We really liked how the parent signature page was moved to the front of the book. We felt that moving fighting to a level 4 was appropriate. Terri the community representative for Whitmore was concerned about students that are defiant should have a more severe consequence. She felt that a disruptive student affects the learning of others and should be an immediate removal from the classroom. Overall, we felt the changes that were made were appropriate	Reviewed	N	
General		It needs more clarification and guidelines about DAEP and abeyances	Reviewed	N	
General		Concerned about using 910G funds to print the document	Reviewed	N	
General		Family friendly formatted	Reviewed	N	
General		PBIS integration is a good thing	Reviewed	N	
General		What is the status of Positive Intervention Centers?	Reviewed	N	see page 8, they will be in place in most MS, HS, and some K8s
General		Throughout the GSRR there is reference to Assistant Superintendent. I understand the title will change to Regional Superintendent.	Reviewed	N	
General		Good-no additional comments	Reviewed	N	
General		Cover page-are you using TUSD1 or not?	Reviewed	N	Not
General		Cover pg. -bold the word LOVE	Reviewed	N	
General		A Board member noted that the placement review committee process is not in the GSRR	Reviewed	This will be addressed through training	
General		we need to take out the LSC language if it is not already removed	Reviewed	Removed LSC reference, added counselors and RPPFs page 3	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Agree with adding mutual combat as there are often situations like this.	Reviewed	N	
General		include other inappropriate actions that require consequences if filmed or posted, like graffiti and vandalism	Reviewed	This will be addressed through training	
General		Agree with verbal school threat up to a level 4	Reviewed	N	
General		I do like how it's more detailed than the previous version. Makes a lot more sense now and I can understand it better.	Reviewed	N	
General		Question about discipline process for students with severe trauma. What is the plan for behavior supports? Student is continually disruptive and needs help.	Reviewed	This will be addressed through training	
General		More training for teachers and administrators related to the GSRR	Reviewed	This will be addressed through training	
General		How do you ensure consistent application of the GSRR through training (recommend that all new administrators participate in a 4 hour training – response levels, school safety perspective, scenarios in a classroom environment)	Reviewed	This will be addressed through training	
General		Dr. Trujillo's letter, second paragraph – determine is spelled wrong; page 18 – Cheating – spelling error on line one. Also, section on Arson – Arson of a Structure – misspelled word work in parenthesis.	Reviewed	Revised	
General		I would like to see suspensions of children whose parents do not return the calls to the school when the child is involved in a disciplinary situation. It is not fair to children whose parents are involved and attentive to be victimized by students whose parents avoid any responsibility for their children's behavior. I would say that if a parent does not respond to the school when they are trying to contact them regarding a disciplinary issue, the child is suspended until the parent responds. If this lasts more than two days, social services is contacted.	Reviewed	N	
General		The other issue my child has at school is an inability to learn due to a disruptive class where the teacher refuses to take action against the children who are disrupting the class. I believe a lack of disciplinary enforcement by teachers should be grounds for discipline for them, including potential termination. If my child is the victim of a crime, any crime, i.e. assault, theft, etc., I would like to be notified immediately. How am I supposed to feel secure that my child is safe at school if I am not notified when he is the victim of another child. This happened recently and it has destroyed my trust in the school's engagement in the safety of my child.	Reviewed	N	The District seeks to immediately contact parents when a crime occurs
General		Please don't ask teachers to enforce dress code unless the administrators back us. Every year this is a problem. Be consistent in enforcing and make it the admin's problem not the teachers!!	Reviewed	This will be addressed through training	
General		The team reviewed the process and agrees the plan is comprehensive and have no suggestions for improvement. It is long so our hope is that parents and students will take the time to read it and understand that TUSD stands behind the document.	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Simplify the information is the GSRR as much as possible and focus on key points that are the most important for the parent and student to know about each topic. The policies and justifications for practices should not be included in the text of the GSRR. All of this information can be indexed on the last page of the GSRR with sites/info on where a parent can access the policies and justifications if they choose to do so. As a parent, when I look at the GSRR I want to clearly be able to ascertain 1) What my and my student's expectations are 2) what the school's responsibilities are 3) what the violations/consequences are if my student gets in trouble and 4) How the school will act on each consequence	Reviewed	<b>Revised, policies moved to the back of the handbook</b>	
General		Zero tolerance (action levels 4 or 5) for any form of sexual harassment. From verbal to rape	Reviewed	N	
General		The dress code is sexist. 90% of the articles of clothing listed that can not be worn, are for girls. The types of clothing are also outdated. As a teacher I understand there is a line but we have better things to be doing than checking if a student is showing her shoulder. Suggestion- Please Update the article of clothing or create some blanket statements that can apply to all genders. For example "no clothing that reveals undergarments or the swimsuit area." Also state why TUSD has this policy in the handbook.	Reviewed	N	The District is in the process of revising the dress code policy

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		<p>Comments: Dress code violations regarding "distracting" clothing need either to be fully supported by administrators, or we need to rewrite that section of the GSSR. High school students at my site routinely wear "yoga pants" or sports pants which are skin-tight, revealing TMI. Many, many students use extremely short shorts. Many, many students wear spaghetti straps or off-shoulder blouses.</p> <p>When the high number of infractions becomes so unwieldy as to be impossible to address, it appears that that rule does not "count." When one rule does not matter, the other rules quickly come into question. When there appear not to be consequences for breaking a small rule, it is easy for students to extrapolate that there are no consequences for breaking any rule. Also, the claim that the district is not dictating "style" can be contested quickly by students who will say that that is exactly what the district is doing. Suggestions: Simplify and abbreviate the dress code description. Word it positively, rather than as a list of what is not allowed. Set it as a goal, not a rule. Example: "Dress as if you take yourself and your education seriously." Instead of penalties / consequences (of which there are none at this point), either have a discussion about what that description would look like, or just chalk the offending attire up to the student's answer: "I don't take myself or my education seriously." As a teacher, I simply cannot address the astounding number of dress code violations I encounter, although I do take my responsibilities seriously and wish to uphold the GSSR in my classroom. Have a student-produced fashion show at the beginning of the school year, showing examples and non-examples of school-appropriate clothing. Include prices, so students cannot claim that it would cost too much. Give PBIS "bucks" for appropriate clothing. Direct students to a clothing bank, if indeed they cannot afford to purchase school-appropriate clothing.</p>	Reviewed	N	The District is in the process of revising the dress code policy
General		<p>Comments: The GSSR is full of highly complex language and acronyms. Suggestions: Provide a glossary of terms Provide a simplified version for elementary schools</p>	Reviewed	N	
General		<p>Comments: Pbis is rewarding the badly behaved kids and leaving out those that are already good students. You need to start making parents take more responsibility for the actions of their children. The behavior problems are getting worse and taking away from the learning of others. Suggestions: Require parents to attend meetings and sign family behavior contracts before disruptive students can return. Make parents come into the classroom when their kid can't behave. Make consequences based on behavior not skin color. It angers me that those of color often get a pass because they might pull the race card. It is often those very people who believe they are owed something causing safety issues</p>	Reviewed	This will be addressed through training	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Comments: Thanks for all the work you are putting into this document and for asking about feedback. The steps taken for aggression and vandalism seem to be going on the right track. I would like to see more done about kids running off campus. Suggestions: I hope students at the elementary level will be held accountable for each level of misconduct. Teachers are told that with elementary level offenses, kids are not held accountable at that criteria. Kids are committing the same destruction and aggression every day. Our administrator has been directed to "bump" the offenders down to the previous level because students are elementary age. The code needs to be clear and effective for everyone.	Reviewed	N	
General		Comments: There needs to be stiffer consequences for inappropriate behavior. And the inappropriate behavior needs to be spelled out so the students and teachers know what is to be expected--not just the positive expectations but the negative behaviors--Suggestions: Cameras in the classrooms--both audio and video. This was the parents as well as the students can see what the student is doing	Reviewed	N	
General		Comments: Worst Ever!! WHAT HAPPENED TO THE STUDENT/PARENT RIGHTS!! What if the Parent doesn't have access to the internet? How are they supposed to access these links to further explain the material in the GSRR? Believe or not NOT everyone has internet - Still. Plus TEACHERS NEED a dress code TOO. RESTORATIVE CIRCLES is Baloney it DOES NOT work. While it is nice to see who the principle is a picture it is unnecessary; trust me if a parent wants to know who the principle is they will find out no picture need - only the letter is needed. Suggestions: What happened to the work the Code of conduct focus group was doing? Look at some of that work and incorporate some of the ideologies. Bring back the focus group with the group of people representing all stake holders. Teachers, parents, community members, and students for fairness! Otherwise this is one-sided Document!!	Reviewed	Revised policy and reg pages to note that policies are available upon request at all school sites, family centers, or the central office. Pages 18-19	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Comments: - What will be the consequence for students who refuse to sign or return the acknowledgement form? - Teachers must be notified of any students with Abeyance contracts and given a copy of the contract. - What will be the consequence for students placed in ISS who refuse to participate in lessons? - Our middle school does not currently have a PIC. Will this be implemented next school year? - Why isn't parent contact such as phone calls, texts or e-mails counted as classroom-level interventions? This will discourage teachers from making regular parent contact, since they will need to reserve more time for parent conferences. - The GSRR needs to spell out what steps can be taken when parent contact is required, but parents are unavailable. Some parents actively avoid school contact to keep their student's discipline from being escalated. - Truancy will not be reduced until it is elevated above a level 1. We have pages of interventions for teachers and administrators to keep students in class, but treat intentional student absence as a minor offense. - Tardiness/truancy should automatically be elevated to the next level after a set number of occurrences. For example, after 10 occurrences it becomes a level 2 offense. After 10 more, it becomes a level 3. These students are negatively impacting the learning of all other students on a daily basis and must be stopped.	Reviewed	These issues will be addressed through training	
General		No suggestions. We appreciated the ease of use and noted it was more user friendly than the previous version. We liked how each offense and action was mapped out.	Reviewed	N	
General		Adding a Safe Zone Disclaimer would be a good addition	Reviewed	N	
General		All print should be in black	Reviewed	N	
General		Pg. 4- Typo- parenthesis after parent	Reviewed	Revised	
General		Pg. 14- will there be training on the new guidelines for applying consequences	Reviewed	This will be addressed through training	
General		Pg. 17- with attendance being included in state letter grades for schools, what more can be done to enforce attendance policies? Why is it only level 1? When can an infraction be elevated?	Reviewed	N	see elevation rules on page 15
General		Suggestions: In-school suspension; community service; alternative location for 3 day OSS	Reviewed	N	
General		Suggestion: a 3 day suspension is a good consequence but it should be tied to community service options. Some students who get to stay home might not see it as a big consequence. There should also be a record kept that after so many suspensions something else can be done.	Reviewed	N	
General		Support the draft- no feedback	Reviewed	N	
General		Font size is too small, especially the Table Of Contents	Reviewed	N	
General		We like that it has more explanation of What the Code is, guiding Principles, etc.	Reviewed	N	



Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Have books ready for the beginning of the school year. Supply extra for new students	Reviewed	N	
General		Enumerate "Larger K-8 school size for PPC	Reviewed	N	
General		What does in-school suspension look like at the elementary level?	Reviewed	N	Reassignment to another classroom or office
General		Language is "legal". It may be difficult for parents to understand.	Reviewed	N	
General		We liked Dr. Trujillo's introduction to this document and agreed as a group that it was a nice way to introduce the GSSR.	Reviewed	N	
General		Concern that some offenses that are illegal to the public, are considered Action Level 2 in the GSSR	Reviewed	N	
General		Replace language with simpler, shorter, and clearer language for students and families	Reviewed	N	
General		What will be the consequence for students who refuse to sign or return the acknowledgement form?	Reviewed	N	None
General		Teachers must be notified of any students with Abeyance contracts and given a copy of the contract	Reviewed	N	
General		What will be the consequence for students placed in ISS who refuse to participate in lessons?	Reviewed	N	They won't get credit for the work
General		Our middle school does not currently have a PIC. Will this be implemented next school year?	Reviewed	N	
General		Why isn't parent contact, such as, phone calls, text or e-mails counted as classroom-level interventions? This will discourage teachers from making regular parent contact, since they will need to reserve more time for parent conferences.	Reviewed	N	It is counted as an intervention
General		The GSSR needs to spell out what steps can be taken when parent contact is required, but parents are unavailable. Some parents actively avoid school contact to keep their student's discipline from being escalated.	Reviewed	This will be addressed through training	
General		There should be an elementary version of the Code of Conduct	Reviewed	N	
General		Will ISI require content-certified teachers? If so, does that mean that a content-area teacher will have to take a period of ISI instead of having one teacher in there for the day?	Reviewed	N	ISI uses certified teachers, not necessarily content-specific
General		On page 6, Learning Supports Coordinators are mentioned. This needs to be changed to MTSS Facilitator.	Reviewed	Removed	
General		Administrator concerns over whether this aligns to the TPD matrix	Reviewed	N	
General		Clarify type of suspension for Mutual Combat.	Reviewed	N	
General		Substance Abuse Workshop is mentioned. Where/when will this occur? District-sponsored?	Reviewed	This will be addressed through training	
General		Pg. 12-what does what does 'req'ts. mean?	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Pg. 12-Mutual combat-Who completes the mediation-principal or counselor?	Reviewed	This will be addressed through training	
General		Possession or use of drugs/alcohol-who performs the substance abuse workshops?	Reviewed	This will be addressed through training	
General		Pg. 15-assault-if serious injury occurs, we are obligated to report, should this be noted in this section?	Reviewed	This will be addressed through training	
General		Need better release of materials-many parents never received the GSRR and have multiple kids in the district	Reviewed	N	
General		more in-school alternatives to suspension. OSS is not a leering experience or effective consequence for students because kids just see it as days off and they just get behind in school work.	Reviewed	N	
General		Change name to "Student Success Handbook"	Reviewed	Revised	
General		Change "all" at end of PIC paragraph...it's "most" HS MS and some K8s	Reviewed	Revised	
General		Add "only in rare circumstances, level 4 OR 5"	Reviewed	Revised	
General		PG.3-GB names/titles box-this is not accurate	Reviewed	Revised	
General		Pg. 2-delete repeated comma in discrimination statement	Reviewed	Revised	
General		We approve this document. We like the way level 4 violations are addressed in the GSRR for 218-19.	Reviewed	N	
General		OK as is :	Reviewed	N	
General		Add a section that specifically references to cyberbullying and social media. Recommend more explicit references to social media and anti-bullying (cyber bullying) throughout the document	Reviewed	N	
General		We recommend that Multicultural Student Services and the programs/services provided be included in intervention/discipline based model.	Reviewed	N	
General		Add Youth/Peer Court program model in alignment with national models as a supportive school discipline practice in addition to PBIS and Restorative practices.	Reviewed	N	
General		If we are worried about the competency of principals then the director or the assistant superintendent should step in with more requirements. However, there are many principals who are following and implementing the guidelines – the district needs to support these efforts. If we make our principals have to ask for permission to suspend – we are showing doubt in the work they need to accomplish.	Reviewed	N	
General		We like the idea of implementing the art work. I appreciate the voice of the book. It is helpful, informative and is directed to our families and students. Letter from the Superintendent is a positive addition.	Reviewed	N	
General		We have stated the need for the principal to have the final say of what the discipline students will receive at their school. The principal needs to be consistent and training for our administrators will produce this consistency. The idea that the principal needs to go to a team to make final discipline actions does not show that we support the role of the principal. Please see above and it is actually page 14 that has these requirements.	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		if I'm signing something, I want to see what I'm signing; signing page should be at the end of book; make bold on page 5, "I acknowledge that I have....." make page 5 page 24	Reviewed	N	
General		Format beginning on page 18, titles like RPPF; who is the RPPF? Will every school have this person?	Reviewed	N	No
General		basic information pages look easier to read	Reviewed	N	
General		Is the booklet going to be only online?	Reviewed	N	Yes
General		What about a student's right to make-up work after being suspended?	Reviewed	N	
General		Pg. 3-change kid to child	Reviewed	N	
General		Pg. 7-change kids to students	Reviewed	Revised	
General		the draft was explicit; new to members; the draft was informational; 90% was well written; looks good; no concerns or major adjustments	Reviewed	N	
General		Pgs. 6 and 7-good addition, well thought out	Reviewed	N	
General		Pg. 11-User friendly, big change	Reviewed	N	
General		Some items should be a higher action level	Reviewed	N	
General		Repeated reckless behavior should be a higher level	Reviewed	N	
General		PBIS needs to be revised.	Reviewed	N	
General		To close all school access and leave only two entrance and with metal detectors	Reviewed	N	
General		More attention from teachers in the bullying problems	Reviewed	N	
General		Would like to see police at middle and elementary schools	Reviewed	N	
General		In Spanish please	Reviewed	N	
General		some pages need larger print- pages 15-23	Reviewed	N	
General		the font need to be bigger to attract attention	Reviewed	N	
General		at the end of the booklet the font should be bigger. The important points should be bigger font	Reviewed	N	
General		use of same font	Reviewed	N	
General		Table of contents should be bigger	Reviewed	Revised	
General		Is any part of this about parents and consequences for them?	Reviewed	N	
General		at the family center we don't deal with students, we deal with parents and we need to have a booklet with responsibility/discipline	Reviewed	N	

[illegible]

SPECIAL MASTER [SUNDAY, MAY 20]

**1. Calling this the Student Success Handbook may imply that the Student Success**

**Department's are responsible for implementation Why change from Code of Conduct. People know what this means. I will have my comments to you tomorrow. Basically I agree with DOJ and the Mendoza's and am interested in some of the comments you would make in response to questions by the Fishers.**

DEPARTMENT OF JUSTICE [MONDAY, MAY 21]

**2. [Page 10] The proposed offense “Mutual Combat (Fighting)” does not comply with the USP because it provides for exclusionary discipline for first offenses that do not threaten safety.**

The draft defines Mutual Combat (Fighting) as

*a physical altercation in which both parties are willing participants, where a preponderance of the evidence notes that both parties 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 in the physical altercation/fight.*

The Action Level for Mutual Combat (Fighting) is “4\*,” which dictates that students who commit a first offense receive at least one day of exclusionary discipline (specifically, a three-day suspension with two days waived if the student participates in mediation).

This definition is broad enough to include non-serious physical altercations that the District properly recognizes are not immediately eligible for exclusionary discipline under the USP. In our review of the District's discipline incidents, we commonly see situations in which a verbal disagreement between students escalates into a low-level physical altercation but no one is hurt and the fight is quickly and safely broken up before it further escalates. Under the current GSRR, and consistent with the USP, these incidents are treated as the level 3 violation of “fighting;” thus, in the case of a first offense, these incidents are not eligible for exclusionary discipline. However, this common fact pattern fits the proposed definition of “Mutual Combat (Fighting)” and therefore would automatically lead to exclusionary discipline for a first offense, even in the absence of a safety threat.

We do not object to the District creating a new offense to capture threats to safety posed by fights that do not rise to the level of an “Assault.” One way to do this would be to create a new offense called “serious fight,” or something similar, and define it as “a physical altercation in which both parties are willing participants and the circumstances present a threat to safety because of the number of participants or the intensity and violence of the conduct.” This definition could be broadened to include other specific threats to safety that the District is concerned about. This offense would be a level 4\* with the same consequences that are proposed for “Mutual Combat (Fighting)” in the current draft. To make clear the difference between this offense and “Assault,” Assault could be limited to non-mutual conduct in which one or more students acts against another student with the intent to cause physical injury. The current level 3 offense of “Fighting” could be retained to address the kind of low-level, non-serious incident described in the previous paragraph, or such incidents could be added to the existing definition of “Other Aggression,” also a level 3 offense.

**3. [Page 10] We are concerned by the addition of the examples “running down a hallway” and “riding a bike on campus” to the description of the offense of “Endangerment.”**

We do not see how these activities fit the definition of Endangerment (“recklessly putting self or another person at substantial risk of imminent death or serious physical injury”) and therefore believe they should be deleted. If these examples are to be maintained, it must be made clear that running down a hallway or riding a bike only constitutes endangerment in the very exceptional case in which it poses a threat of serious physical injury.

**4. [Page 2] We suggest deleting the word “shall” from the statement on page 2 that “None of these principles shall prevent school personnel from protecting campus safety as appropriate.”**

One of the principles referenced in the draft code is “Ensuring that consequences are non-discriminatory, fair and age-appropriate.” The word “shall” is unnecessary because ensuring that consequences are non-discriminatory never interferes with safety, and inclusion of the word “shall” improperly suggests there is some trade-off between non-discrimination and safety. Similarly, none of the other principles (e.g., creating safe, supportive learning environments or applying the rules consistently) are in tension with protecting safety.



MENDOZA PLAINTIFFS [MONDAY, MAY 21]

On May 16, 2018, the District provided the Plaintiffs and Special Master with Draft 3 of its proposed code of conduct for the 2018-19 school year (“Draft Code 3”). Draft Code 3 follows the District’s first draft of its code of conduct for 2018-19, and Mendoza Plaintiffs’ May 7, 2018 comments to it. As detailed below, while Draft Code 3 revisions have addressed some of the issues Mendoza Plaintiffs’ identified, they continue to have significant concerns, including with respect to “Mutual Combat.”

### **5. [Pages 8 and 10] Physical Altercations/“Mutual Combat” Disciplinary Infraction**

In Draft Code 3, the District revised language relating to the progressive discipline applicable to “Mutual Combat” (and “Possession or Use of Drugs or Alcohol”). Specifically, for a second offense, the District modified language requiring a “six to nine day suspension with three days waived if student participates in mediation” to language stating that a second offense will result in an “eleven day suspension with eight days held in abeyance if a student participates in mediation.” (Draft Code 3 at 8.) While Mendoza Plaintiffs believe the shorter term of suspension (and longer term of abeyance) under the revised language of Draft Code 3 is preferable as it would, for students choosing to participate in mediation, result in less exclusionary discipline, it does not address the larger issues raised by the District’s approach.

As was true with the approach reflected in the District’s first draft of the code of conduct, under Draft Code 3’s “Mutual Combat” provisions, it appears that all mutual participation in aggressive acts between two students (regardless of whether the behavior is ongoing or escalating or whether a threat to students’ safety exists) would be treated as “mutual combat,” and be categorized as a level 4 offense requiring a mandatory suspension. (Draft Code 3 at 8.) Thus, as Mendoza Plaintiffs stated in their comments on the first draft of the code, the approach would result in a “great expansion of exclusionary discipline with respect to misbehavior that does not now warrant such discipline and effectively return the District to the [zero-tolerance] approach that was so problematic in the 2016 GSRR FAQ. Further, by making all ‘mutual combat’ a level 4 infraction requiring at least some suspension days, the Draft Code conflicts with USP Section VI, B, 2, a, requiring that exclusionary discipline be limited to ‘ongoing and escalating’ misbehavior imposed after appropriate interventions have been attempted and documented (unless there exists an ongoing threat to student safety).” Thus, Mendoza Plaintiffs object to the District’s approach to “Mutual Combat” (and “Possession or Use of Drugs or Alcohol”) as noncompliant with USP Section VI, B, 2, a.

Further, Mendoza Plaintiffs continue to think that the definition of “mutual fighting” is likely to prove unworkable were Draft Code 3 to be adopted as it is fact intensive and does not seem to contemplate the often quick-escalating nature of fights, among other things. Moreover, they believe that what is likely to be a difficult-to-implement definition could potentially result in improper coding of physical altercations as “mutual fighting” as was the case with respect to “Aggression-Assault” following distribution of the October 20, 2016 Principals’ Letter (as described in greater detail in Mendoza Plaintiffs’ Comments on TUSD’s Draft 1 of the revised 2018-19 Code of Conduct). The Mendoza Plaintiffs therefore urge the District to rethink its

approach as its current approach conflicts with the USP, is unlikely to be workable, and may result in the improper coding of discipline that unnecessarily subjects students to exclusionary discipline.

#### **6. [Pages 8 and 10] Mutual Combat: Waiver of Suspension Days for Second Offense**

Without waiving their objections above, Mendoza Plaintiffs note inconsistencies in what the District states will be required for a waiver of suspension days with respect to a student's second instance of participating in "mutual combat." Page 8 states that a second instance of "mutual combat" will result in an "eleven day suspension with eight days held in abeyance if the student participates in mediation." Page 9, however, makes reference to "an automatic waiver of long-term consequences for the first and second offense." Page 10, on the other hand, makes reference to "administrators [being] granted an automatic waiver of the mandatory long term suspension" for a second offense, suggesting the possibility that an administrator must first request and obtain approval for a waiver before a long-term suspension will be shortened.

Again, Mendoza Plaintiffs urge the District to revise the approach to "mutual combat" in Draft Code 3 to comply with USP Section VI, B, 2, a (as detailed in the section above). However, to the extent it does so by, for example, revising it to apply only to "ongoing and escalating" instances of "mutual combat", it should also ensure that the above quoted language is made consistent.

#### **7. [Page 9] Elevation of Disciplinary Consequences**

The Mendoza Plaintiffs appreciate the District's explanation for seeking elevation of disciplinary consequences (by up to two levels under Draft Code 3) that it provides for "progressive discipline" where, for example, a "student [] commit[s] a violation 5, 10, or 15 times" without responding to interventions, and its explanation of how use of such elevations will be monitored. (Response to RFIs# 2020-2021.) However, related revisions reflected in Draft Code 3 appear to conflict with the apparent issues the District attempts to address.

The first draft of the District's draft code allowed for up to two elevations based on (three or six) repeat infractions within a nine-week period. Draft Code 3, on the other hand, allows for elevations based on the same number of repeat infractions within a semester (Draft Code 3 at 9; Response to RFI # 2020), or approximately twice as long as the period referenced in the first draft Code. Mendoza Plaintiffs believe that by expanding the time within which repeat infractions would make a student's disciplinary consequences eligible for elevation, the District moves away from what it describes as a "rare" option that would be employed where interventions have failed to address significant repeat infractions, to elevation of consequences of a seemingly more punitive nature. For example, Mendoza Plaintiffs do not understand the fact that a student has repeated an infraction three times within a semester – by way of example, three instances of an infraction about one month and a half apart- to be inconsistent with interventions working with a student. They further believe that the extraordinary step of elevating disciplinary consequences by one or two levels so as to make exclusionary discipline available should be

limited to instances where it is plain that interventions are not working. Mendoza Plaintiffs therefore think that the possibility of exclusionary discipline being unnecessarily administered under these revised provisions far outweigh the possibility that they would be employed where they actually may be necessary following ineffective interventions.

Accordingly, Mendoza Plaintiffs urge the District, to the extent it truly believes elevation of disciplinary consequences by one to two levels is necessary, to revert to the “nine-week period” language reflected in the first draft of the code. They also highlight that, if the District pursues the use of consequence elevation provisions, it will be particularly important that the Discipline Review Team who will approve elevations carefully monitor such elevations for disproportionate use on students of different racial/ethnic groups within and across schools.

FISHER PLAINTIFFS [MONDAY, MAY 21]

**NOTE: FISHER PLAINTIFFS SUBMITTED REQUESTS FOR INFORMATION AND COMMENTS. THE COMMENTS ARE INCLUDED BELOW. THE REQUESTS FOR INFORMATION, AND THE DISTRICT’S RESPONSES TO THOSE REQUESTS, ARE ATTACHED AS A SEPARATE RFI DOCUMENT, BELOW.**

8. **[Page 6]** It says that, “The principal gives the notice of suspension to the student and sends a copy to the parent on the 1st day of suspension”. It does not say that the principal must contact the parent by phone on the first day.
9. **[Page 6]** It says that “The Assistant Sup’t or designee must review the decision within 3 school days”. If the suspension is for three days, the decision could come after the student has already served the suspension.
10. **[Page 7]** The first section about Student Rights is not reader friendly. The bullets are not clearly stated for all parents to understand. The second two sections are in sentences rather than bullets and they are clearer.
11. **[Page 9]** Number 9 says that” Attempted violations may require Actions”. This is too general. It allows administrators too much discretion. There needs to be some kind of definition of “attempted violations”.
12. **[Page 10]** The definition of “Other Aggression” does not clearly delineate what constitutes “other aggression.
13. **[Page 11]** The description of drug violation includes “cultivation” and “manufacture”. These are not acts that probably will be done on campus, on the bus, at school events or too and from school, so what authority does the District have over them?
14. **[Page 12]** Swearing at a staff member is listed under Defiance, which is a level 2 offense. This type of violation should be at a higher level.
15. **[Page 13]** The description of “Arson” talks about “A building or place with sides and a floor used for lodging, business, transportation, recreation or storage”. Again, these do not appear to be structures over which the school has authority unless the act is committed while on a school sponsored event.

16. **[Page 16]** Under Burglary or Breaking and entering, the guidelines refer to a “residential structure”. Our question here is the same as the previous statement. These do not appear to be structures over which the school has authority unless the act is committed while on a school sponsored event.
17. **[Page 16]** The guidelines talk about “residential structure or yard or in a fenced commercial”. Again, these do not appear to be beyond the the authority of the District unless the act is committed while on a school sponsored event.
18. **[Page 19]** Manifestation hearings should be held before a student is suspended or at least by the next day. Parents can participate by phone and/or Skype.
19. **[All]** Finally, the entire document needs to be edited to correct grammar and usage errors.

**TUSD RFI #(s): 2052-2062****Estimated TUSD Staff Time:   2   hours****Attachment(s):**

-----Information above this line is to be completed by District Staff -----

**TUSD Request for Information Form****RFI Instructions**

1. TUSD will assign each request its TUSD RFI number.
2. Provide the topic of the request (e.g., Corrective Action Plans)
3. Present the RFI in the form of one or more specific questions.
4. Optional: For every question/request on the form, ` indicate include the reason(s) why the information being requested is needed.
5. Indicate the relevant section of the USP, court order, district report or other document (i.e., reference) that relates to RFI. Page numbers may be more appropriate in some instances).
6. Use a separate form for each specific topic about which information is being requested unless the answers to the questions posed are interdependent or relate to the same section of the document you are referencing (e.g., the USP).
7. Copy the TUSD email group "Deseg."

**Request for Information****Submitted by:**

Fisher Plaintiffs

**Submission Date:**

05/21/2018

**Subject:**

Draft #3 Student Success Handbook (formerly GSRR)

**USP or Reference**

**RFI #2052:** [Page 4] The last paragraph talks about "fair due process". We don't understand the difference between "fair due process" and "due process".

*Response:* The word "fair" is used here to describe that the process will be fair.

**RFI #2053:** [Page 4] The last paragraph says "School Safety personnel will not participate in discipline decisions occurring after an incident". Our question is what kind of discipline can school safety personnel administer?

*Response:* None. Under the proposed plan, school safety cannot "administer" discipline. The USP prohibits School Safety from being involved in low-level student discipline (the Draft Handbook defines low-level discipline as levels 1-3). The Draft Handbook prohibits School Safety from participating in discipline decisions after an incident occurs, but does not prohibit



School Safety involvement in discipline at levels 4 and 5, or to protect student, staff, or visitor safety.

**RFI #2054:** [Page 5] Positive Intervention Centers (PICs) – It reads as if teachers have the authority to send students to PIC when they decided it is necessary. If all teachers can send students, how is the number of students in PIC controlled so that it does not become a “where house”, rather than a supportive environment?

*Response:* Teachers can send students to the PIC as needed, however, various protocols are in place to ensure it is done in a controlled manner. These details are a part of the site training for PIC use rather than explained in detail in this document. However, for clarity they are:

- Teachers may send no more than three students out in a period.
- Teachers may not send students in the first 15 minutes of class or at the end of class.
- Teachers may not send students until after they have attempted interventions.
- Teachers may not send the same student more than three times before sending them to an administrator for review.

Additionally, when students arrive in the PIC, the person in that room documents their name and where they were sent from. This information is reviewed weekly at the school discipline meeting to ensure appropriate use of PIC and to determine if the student needs additional interventions provided.

**RFI #2055:** [Page 5] What is the difference between ISI and ISS? In both situations, the students are out of class in an environment where they can do assignments?

*Response:* Yes, in both cases the students are out of their assigned class in an environment where they can do assignments. ISI is available at most middle schools, high schools, and large K-8 schools. In ISI, students continue receiving instruction from content-certified teachers and interventions related to the behavior. In ISS, students continue to receive their core curriculum and may be supervised by a highly qualified teacher and may receive interventions related to the behavior. Students assigned to ISS may also be sent to the office to work with an administrator or sent to another classroom instead of being sent to a specialized classroom.

**RFI #2056:** [Page 6] This section is titled “Basic Due Process”. Are there different levels of due process? Isn’t due process standard?

*Response:* Yes, there are different levels of due process and due process is standard. Basic due process occurs during an investigation into any disciplinary situation where a student could face suspension or expulsion. Formal due process occurs after an investigation once a determination has been made to impose a long-term suspension or expulsion and a long-term or expulsion hearing is scheduled.

**RFI #2057:** [Page 7] Under student rights it says that the student has “Reasonable access to non-privileged evidence”. Doesn’t due process require that students have access to all evidence to be used against them? Names should be redacted, but the accused students should be able to see all evidence against them.

*Response:* Yes, students have rights to all evidence to be used against them, except for “non-privileged evidence” which includes information that has been redacted to protect student identifiable information.

**RFI #2058:** [Page 7] Under Level 4, it says that a second mutual combat offense will result in “eleven day suspension with eight days held in abeyance if student participates in mediation”. Since this is more than 10 days, isn’t a long term hearing required?

*Response:* No, long-term hearings are not used in cases where all parties agree to an abeyance contract. If they do not agree to the abeyance, the long-term hearing will be held.

**RFI #2059:** [Page 8] What kind of training or directions will hearing officers receive regarding suspension over 30 days, so that students are not automatically suspended for the maximum number of days?

*Response:* Hearing officers are trained at the start of every year on any changes to the GSRR and long-term suspension processes.

**RFI #2060:** [Page 9] It says that “Principals and assistant principals must communicate with the Discipline Review Team immediately to jointly review suspension”. Does this mean that suspensions are on hold until the Discipline Review Team has been contacted?

*Response:* The Team must be contacted immediately before an administrator makes a decision to formally suspend. However, an administrator may send a student home for safety reasons or to cool off prior to contacting the Discipline Review Team.

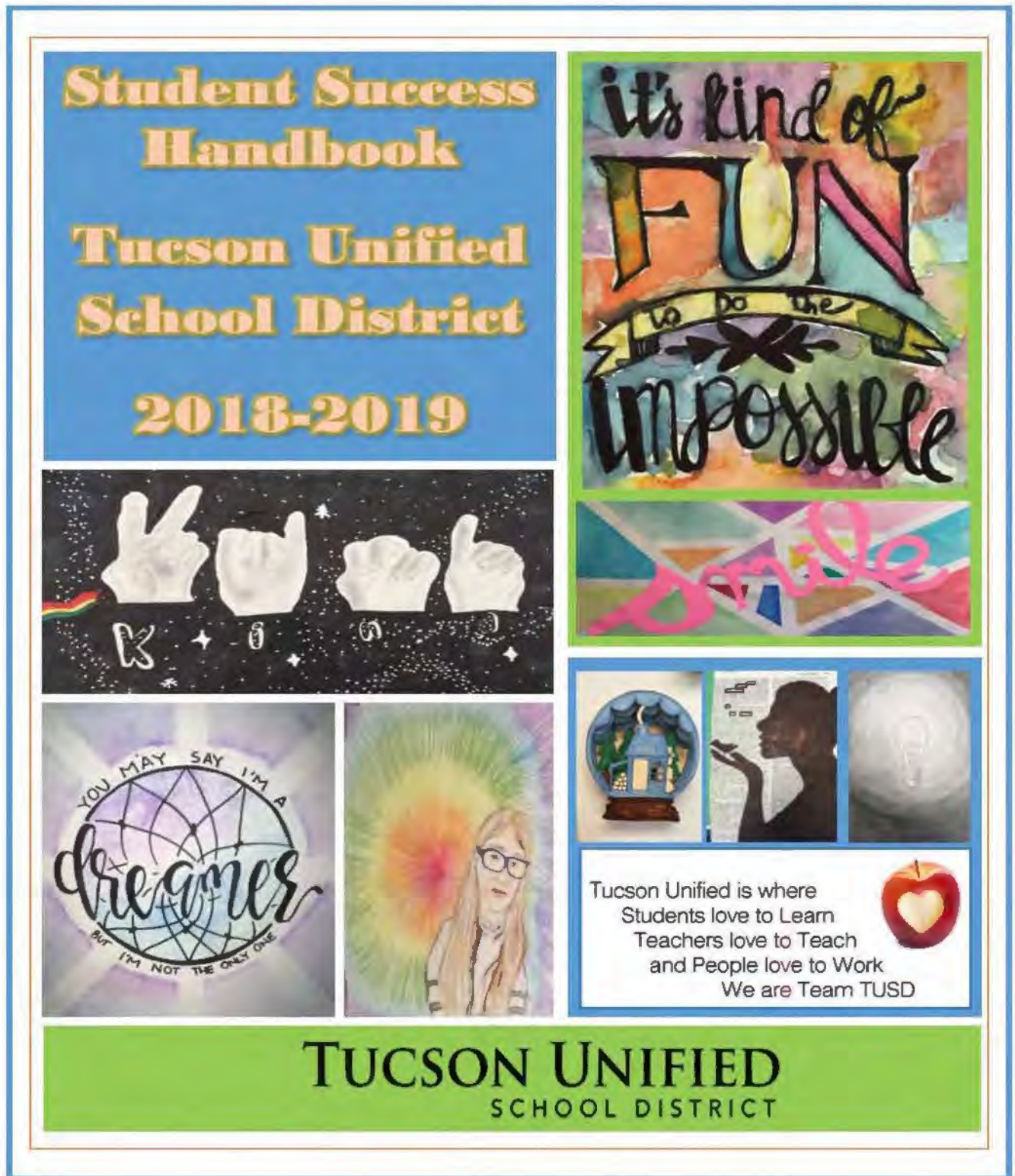
**RFI #2061:** [Page 11] The description of drug violation includes “cultivation” and “manufacture”. These are not acts that probably will be done on campus, on the bus, at school events or too and from school, so what authority does the District have over them?

*Response:* Under the Draft Handbook, the District has authority over actions that occur off-campus that result “in a harmful effect on students or the educational process.”

**RFI #2062:** [Page 12] Why are “substances represented as illicit drugs” treated the same as illicit drugs?

*Response:* The risks inherent in drug use, drug sharing, and drug dealing remain prevalent regardless of whether a substance is determined later to be an actual illicit drug or represented as an actual illicit drug. Also, while it is at the same level, that does not mean the length of the suspensions are always the same. Hearing officers may use fewer days or be more liberal with the use of an abeyance contract for substances represented as illicit drugs depending on the facts of the case.

DRAFT



SPECIAL THANKS TO THE TUSD STUDENTS WHO SUBMITTED ARTWORK FOR THE HANDBOOK

*Copies of this booklet are available in Spanish on the reverse side of this booklet and can be obtained online at [www.tusd1.org](http://www.tusd1.org). (follow the link to "Student Rights"). Las copias en Español de este folleto están disponible al dorso de este folleto y se pueden obtener en línea en [www.tusd1.org](http://www.tusd1.org).*



[safety, discrimination, table of contents, back of the cover page *LEFT*]

***YOUR SCHOOL IS A SAFETY ZONE***

***IF YOU SEE IT***

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

***R E P O R T I T!***

CONFIDENTIALITY GUARANTEED

**TELL A SCHOOL OFFICIAL OR CALL THE**

***SAFETY MESSAGE LINE 584-7680***

- MESSAGES CHECKED HOURLY DURING SCHOOL -

- MESSAGES CHECKED DAILY ON NON-SCHOOL DAYS -

## 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.

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[acknowledgement form: tear out, TUSD logo on back *RIGHT*]

## STUDENT SUCCESS HANDBOOK

### 2018-19 SCHOOL YEAR ACKNOWLEDGEMENT FORM

This form must be signed and dated by you and your parent/guardian after reviewing the 2018-19 Student Success Handbook. **This form must be returned to your school within 5 days of receiving it.**

The Tucson Unified School District strives to be one of the best school districts in the country. We can accomplish this mission by working as a team with you, faculty, staff, parents and the community. You, the students, are the most critical members of this team. Your success as a valued and critical member of the team can be measured when:

- **You take responsibility for your actions**
- **You help create a positive school culture and climate**
- **You are proud of your school**
- **You always do your best**

With your commitment to excellence, safety, personal responsibility, and kindness, we will continue to grow and excel!

I acknowledge that I have read and reviewed the information in this document with my child.

---

PARENT SIGNATURE & DATE (PLEASE PRINT LEGIBLY)

---

STUDENT SIGNATURE & DATE (PLEASE PRINT LEGIBLY)

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SCHOOL, GRADE & TEACHER (HOMEROOM) (PLEASE PRINT LEGIBLY)

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# TUCSON UNIFIED

## SCHOOL DISTRICT

DRAFT

**[RIGHT]**

# 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. It is important for you to understand our standards and expectations for behavior at school. By following the Student Success Handbook, 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:**

Michael Hicks, President; Krystal Ann Foster, Clerk; Dr. Mark Stegeman; Adelita Grijalva; Rachael Sedgwick

## Basic Information

### *What Is The Handbook?*

A handbook outlining 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 and parents to create safe, supportive, and inclusive learning environments.
- Striving to keep students in learning environments. ~~whenever possible.~~
- 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 shall 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 Handbook Apply?*

- Regular school hours (including when students are going to and from school, “portal to portal”)
- 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, athletic events)
- While students are being transported on a school bus or vehicle used for school purposes
- 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 Discipline Review Team is made up of the Discipline Director and the Compliance Liaison. The Team monitors discipline on a bi-weekly, weekly, monthly, and quarterly basis. The Team reviews and approves requests for elevated consequences, and jointly reviews suspensions with administrators.

### *How Can I Get More Information Or Make A Complaint?*

Governing Board Policies and Regulations related to discipline are available for review in the principal’s office at every school and online at [www.tusd1.org](http://www.tusd1.org) (follow the link to “Student Rights”). Students, parents, or guardians may make a complaint with the site principal, assistant principal, the Discipline Review Team at 225-4316, or online at [www.tusd1.org/deseg](http://www.tusd1.org/deseg) related to discrimination, harassment, hazing, dating abuse, bullying, or unfair disciplinary actions.



**[RIGHT]****Restorative Practices*****What Are Restorative Practices?***

Restorative strategies are practices 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 administrators. 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, administrators, 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, and school administrators. 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)*****What is 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.

**[LEFT]**  
**Exclusionary Consequences**

### *What Are Exclusionary Consequences?*

Disciplinary consequences that remove a student from classroom instruction for longer than thirty minutes, or longer than one class period. These include positive alternatives to suspension (see page 5, below) settings or programs, in-school suspension, out-of-school suspensions, and expulsions.

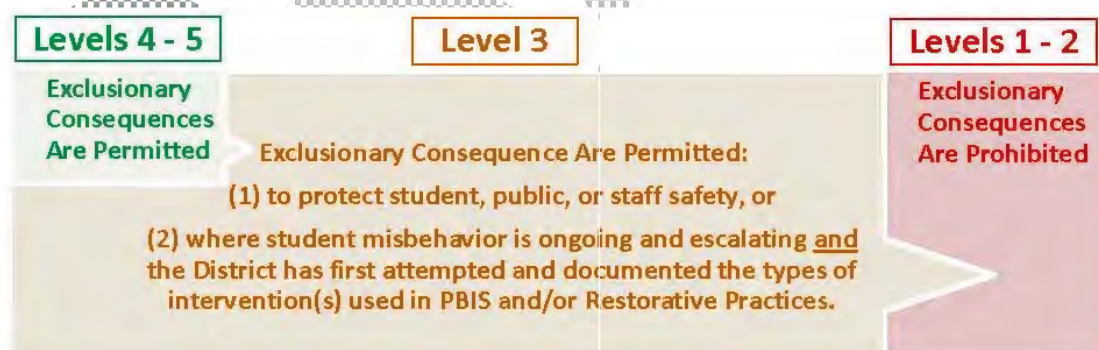


### *What Is TUSD's Position On The Use Of Exclusionary Consequences?*

TUSD is committed to ensuring that consequences that remove students ~~kids~~ 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?*

While prioritizing student, staff, and public safety, exclusionary consequences apply as follows:



If Exclusionary Consequences are imposed, students will have fair due process that includes an opportunity to appeal (see information on due process below, pages 6-7 see Policy JK and accompanying regulations). 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 student, staff, or visitor safety.



[RIGHT]

Positive Alternatives to Out-Of-School Suspension*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 possibly eliminate the suspension. The administrator, parent, 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 ADMINISTRATORS WHEN A STUDENT HAS VIOLATED THE FOLLOWING INFRACTIONS: MUTUAL COMBAT (FIGHTING); POSSESSION OR USE OF DRUGS OR ALCOHOL.**

*Positive Intervention Centers (PICs)*

The District designed PICs so that a teacher can provide to provide a student a short time (no more than 30 minutes or no more than the remainder of one class period) and a positive and supportive environment to de-escalate if they are feeling angry, overwhelmed or in need of a time-out. The teacher in the PIC will have the student 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. PICs are available at all-most middle schools, high schools, and large K-8 schools.

The PIC process is not designed as a substitute for the placement review committee process (see A.R.S. § 15-841 and the TEA Consensus Agreement)

*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).

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

ISS is an alternative to short-term suspension where students may be supervised by a highly qualified teacher or other staff member. The sStudents ~~in ISS~~ 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 will provide students with the opportunity to continue their education and reflect on the underlying behaviors and circumstances that led to the inappropriate behavior. DAEP will assist students in learning appropriate behaviors and making better choices so they can be a successful student when they are restored to their home school.

**[LEFT]**  
**Basic Due Process**

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.

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

- The Principal 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 ~~an ongoing threat of disrupting~~ **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 if possible the first or second day

- The Principal gives the notice of suspension to the student and sends a copy to the parent on the **1st day** of suspension
- Parents may meet with the principal within the **1st or 2nd day** of the suspension. The principal may offer an abeyance contract or parent may appeal the decision to the Assistant Superintendent within three school days.
- If appealed, the Assistant Sup't or designee must review the decision within **3 school days**, affirm or reduce the discipline, and notify the parent and principal **as soon as possible**.

**[RIGHT]**  
**Formal Due Process**

Administrators 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 6 (the short-term pending long-term suspension period will count towards the long-term suspension). Once an administrator 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.

**Student Rights**  
including the right to representation by a parent and/or legal counsel (parents can be present at all proceedings)

- Reasonable access to nonprivileged 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 adverse evidence and witnesses at the hearing
- To have the testimony presented and preserved
- 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 an administrator recommends expulsion, the District must follow procedures outlined in Regulation JK-R3.

**Notice of suspension and hearing to parent by the third school day of the short-term suspension**

- At the beginning of the process for a long term suspension, the principal must send the notice of suspension and hearing to the parent by the **third school day** of the short-term pending long-term suspension
- **On or before the day the notice is sent**, the Principal must make a reasonable attempt to communicate verbally to the parent 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 must send the decision within **3 school days**
- Parent may appeal within **3 school days** of receipt; the Assistant Sup't or designee must review within **5 school days** and notify the parent and principal **as soon as possible**.
- The parent may further appeal to Governing Board within **5 school days** from receiving notice from the Assistant Sup't
- Board must decide within **10 days** after reviewing the record



**[LEFT]**  
**Action Levels**

GUIDANCE	<p>When considering actions, sites strive to implement Restorative Practices and to keep students in their classroom 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.</p> <p>The chart below lists actions that may be taken by school administration as the result of a violation. The Action Level identifies maximum action for violations assigned to that level. Multiple actions may be applied to a single violation. <b>Actions listed in bold are the minimum and mandatory action for that level of violation. For all violations, parent notification and student conference are mandatory.</b></p>			
LEVEL 1	<p><i>Before referring a matter to site administration, classroom teachers are expected to employ <b>at least three</b> classroom-level interventions every <u>semester</u> – with proper documentation – for a Level 1 offense.</i></p> <table><tr><td><ul style="list-style-type: none"><li>• <b>Parent Notification and Conference Request</b></li><li>• <b>Student Conference</b></li><li>• Restorative Circle or Conference (<u>see page 3</u>)</li><li>• Verbal/Written Apology</li><li>• Reflective Essay</li><li>• Warning</li></ul></td><td><ul style="list-style-type: none"><li>• Detention (before/after school; lunch)</li><li>• Saturday School</li><li>• Time Out (not to exceed 30 minutes)</li><li>• Reassignment To Different Class</li><li>• Suspended Privileges</li><li>• Community Service (not work detail)</li><li>• Restitution</li><li>• Teen Court</li><li>• Referred to Outside Agency</li></ul></td><td><ul style="list-style-type: none"><li>• Meeting With Counselor</li><li>• Peer Mediation</li><li>• Functional Behavioral Assessment</li><li>• Behavior Contract</li><li>• Behavior Intervention Group</li><li>• Behavior Learning Packets</li><li>• Behavior Intervention Plan</li><li>• Other Action (consistent w/other Level 1 interventions).</li></ul></td></tr></table> <p><i>*Some actions may not be available at all sites</i></p>	<ul style="list-style-type: none"><li>• <b>Parent Notification and Conference Request</b></li><li>• <b>Student Conference</b></li><li>• Restorative Circle or Conference (<u>see page 3</u>)</li><li>• Verbal/Written Apology</li><li>• Reflective Essay</li><li>• Warning</li></ul>	<ul style="list-style-type: none"><li>• Detention (before/after school; lunch)</li><li>• Saturday School</li><li>• Time Out (not to exceed 30 minutes)</li><li>• Reassignment To Different Class</li><li>• Suspended Privileges</li><li>• Community Service (not work detail)</li><li>• Restitution</li><li>• Teen Court</li><li>• Referred to Outside Agency</li></ul>	<ul style="list-style-type: none"><li>• Meeting With Counselor</li><li>• Peer Mediation</li><li>• Functional Behavioral Assessment</li><li>• Behavior Contract</li><li>• Behavior Intervention Group</li><li>• Behavior Learning Packets</li><li>• Behavior Intervention Plan</li><li>• Other Action (consistent w/other Level 1 interventions).</li></ul>
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LEVEL 2	<p>Any Action from the prior level(s) <u>may</u> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Restorative Conference and/or Restorative Circle</b> (<u>see page 3</u>)</li><li>• Social Skills Groups and/or Mentoring may be facilitated by a counselor, social worker, or other qualified staff.</li></ul>			
LEVEL 3	<p>Any Action from the prior level(s) <u>may</u> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Restorative Conference and/or Restorative Circle</b> (<u>see page 3</u>)</li><li>• 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 site has first attempted and documented the types of intervention(s) used in PBIS or Restorative Practices).</li></ul>			
LEVEL 4	<p>Any Action from the prior level(s) <u>may</u> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Restorative Conference and/or Restorative Circle (upon re-entry to school)</b> (<u>see page 3</u>)</li><li>• <b>Out of School Suspension and/or Abeyance – Long-Term (11-30 Days) (except for the violations listed below)</b></li></ul> <p><u>*Mutual Combat. First offense:</u> three day suspension with two days waived if student participates in mediation. <b>Second offense:</b> <u>eleven day suspension with eight days held in abeyance if student participates in mediation.</u> <del>six to nine day suspension with three days waived if student participates in mediation.</del></p> <p><u>*Possession or Use of Drugs or Alcohol. First offense:</u> three day suspension with two days waived if student agrees to attend substance abuse workshop and, upon return to school, an intake interview and search for drugs or alcohol. <b>Second offense:</b> <u>eleven day suspension with eight days held in abeyance</u> if student agrees to attend drug or alcohol use workshop and, upon return to school, an intake interview, and search for drugs or alcohol.</p>			
LEVEL 5	<p>Any Action from the prior level(s) <u>may</u> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Out of School Suspension and/or Abeyance – Long-Term (11-180 Days)</b></li><li>• <b>Restorative Conference and/or Restorative Circle (upon re-entry to school)</b> (<u>see page 3</u>)</li><li>• Expulsion</li></ul>			

**[RIGHT]****Guidelines for Applying Consequences**

IMPORTANT INFORMATION

1. Nothing in the Handbook shall prevent school personnel from protecting campus safety as appropriate.
2. Principals and assistant principals (APs) must communicate with the Discipline Review Team immediately to jointly review suspensions (the Team will still review the use of ISI and abeyances).
3. Principals and APs at the elementary level (Pre-K-5<sup>th</sup> Grade) **shall consider** all violations, *with the exception of possession of firearms or any incidence of threat to an educational institution*, at one level lower than that of the actual violation.
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 interventions, attendance, etc.). Requests must first be submitted to the Discipline Review Team to review whether the teachers and/or administrators have attempted to effectively implement interventions to address any underlying or unresolved issues. **If approved**, the Discipline Review Team will forward the request to the Assistant Superintendent for final approval. A consequence may be elevated one level after three repeated violations in a semester (with attempted and documented interventions) or to protect campus safety, and may be elevated another level not to exceed level 3 (or, only in rare circumstances, level 4 or 5) after another three violations (with attempted and documented interventions) within the same semester.
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. Mutual Combat (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 and second offense (a second fight may result in a long-term suspension if approved by the Discipline Review Team and 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 will~~may~~ be held equally accountable for the violation.
8. All parent conferences will be made in a timely manner. Parents 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.
9. Attempted violations 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 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.** An administrator must immediately notify an Assistant Superintendent and the Discipline Review Team 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.

**[LEFT]**  
**Violation Charts**

**The Arizona Department of Education has identified the following violations:**

<b>AGGRESSION</b>	
<i>Violation</i>	<i>Action Level</i>
<b>Provocation (verbal or nonverbal)</b> Using language or gestures that <b>may incite</b> another person or people to fight.	<b>1</b>
<b>Recklessness</b> Engaging in unintentional, careless behavior that <b>may pose</b> a safety or health risk for yourself or for others.	<b>1</b>
<b>Minor Aggressive Act</b>  Engaging in intentional, <b>non-serious but inappropriate physical contact</b> 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.	<b>2</b>
<b>Other Aggression</b>  Using other acts of aggression not specifically listed within the Aggression section including, but not limited to, intentional, <b>serious and inappropriate physical contact</b> including, but not limited to, any example listed under “Minor Aggressive Act” that may result in a serious physical injury.	<b>3</b>
<b>Endangerment</b>  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, <u>running down a hallway, riding a bike on campus,</u> etc.	<b>3</b>
<b>Mutual Combat (Fighting)</b>  A fight is defined as a physical altercation in which both parties are willing participants, where a preponderance of evidence notes that both parties 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 in the physical altercation/fight.  <b>*Due to the mutual involvement of participants, administrators will be granted an automatic waiver of the mandatory long term suspension normally used at this level for first <u>or second offense</u>. See specific guidelines for mutual combat consequences on page 10, above.</b>	<b>4*</b>
<b>Assault</b>  <u>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. Assault involves one person acting against another person (different from “mutual” combat”)</u>  <u>1. Intentionally, knowingly or recklessly causing any physical injury to another person;</u> <u>2. Intentionally placing another person in reasonable apprehension of imminent physical injury;</u> <u>3. Knowingly touching another person with the intent to injure, insult or provoke such person.</u>	<b>4</b>
<b>Aggravated Assault</b>  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: law enforcement officer, prosecutor, firefighter, EMT/Paramedic engaged in official duties, teacher or any school employee on school grounds, 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.	<b>5</b>  <b>Mandatory report to law enforcement</b>



**[RIGHT]**

<b>ALCOHOL, TOBACCO AND OTHER DRUG VIOLATIONS</b>		
<i>Definitions</i>		
<p><b>Drug Violation:</b> Unlawful use, cultivation, manufacture, 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.</p> <p><b>Possession:</b> knowing exercise of dominion or control over an item.</p> <p><b>Use:</b> the act of using or being under the influence.</p> <p><b>Sale:</b> to transfer or exchange an item to another person for anything of value or advantage, present or prospective.</p> <p><b>Share:</b> to allow another person to use or enjoy something that one possesses.</p> <p><b>*Administrators will be granted an automatic waiver of the mandatory 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 10, above.</b></p>		
<i>Violation</i>		<i>Action Level</i>
<b>Inappropriate use of Over the Counter Drugs</b> 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.		
	<b>Possession or Use</b>	<b>2</b>
	<b>Sale or Share</b>	<b>3</b>
<b>Inhalants</b> Inhalants include medications, anesthetics, or 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.		
	<b>Possession or Use</b>	<b>4*</b>
	<b>Sale or Share</b>	<b>5</b>
<b>Unknown Drug</b> (if a drug is identified, after an investigation, a different violation may be identified)		
	<b>Possession or Use</b>	<b>4*</b>
	<b>Sale or Share</b>	<b>5</b>
<b>Substance Represented as an Illicit Drug</b> A substance that is not an illicit drug but that is represented as, and could be perceived as being, an illicit drug.		
	<b>Possession or Use</b>	<b>4*</b>
	<b>Sale or Share</b>	<b>5</b>
<b>Inappropriate use of Prescription Drugs</b> Medicines obtained with the lawful prescription of a health care professional. Inappropriate use includes any use other than that described by the prescription.		<b>Mandatory report to law enforcement</b>
	<b>Possession or Use</b>	<b>4*</b>
	<b>Sale or Share</b>	<b>5</b>
<b>Illicit Drug</b> Illicit drugs include dangerous drugs, narcotic drugs, marijuana, 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.		<b>Mandatory report to law enforcement</b>
	<b>Possession or Use</b>	<b>4*</b>
	<b>Sale or Share</b>	<b>5</b>
<b>Alcohol Violation</b> 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.		
	<b>Possession or Use</b>	<b>4*</b>
	<b>Sale or Share</b>	<b>5</b>
<b>Tobacco Violation</b> 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, <u>vapes or vape pens</u> , and hookah sticks), at school-sponsored events and on school-sponsored transportation.		
	<b>Possession or Use</b>	<b>2</b>
	<b>Sale or Share</b>	<b>3</b>
<b>Possession of Drug Paraphernalia</b> 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 .		
	<b>Possession or Use</b>	<b>2</b>
	<b>Sale or Share</b>	<b>3</b>

**[LEFT]**

<b>OTHER VIOLATIONS OF SCHOOL POLICIES</b>	
<i>Violation</i>	<i>Action Level</i>
<b>Dress Code Violation</b> Wearing clothing that violates dress code guidelines stated by school or district policy.	<b>1</b>
<b>Parking Lot Violation</b> 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.	<b>1</b>
<b>Public Display of Affection</b> Kissing or other inappropriate displays of affection.	<b>1</b>
<b>Other Violation of School Policies and Regulations</b> Committing some other violation of school or district policy or regulation.	<b>1</b>
<b>Inappropriate Language (verbal or nonverbal)</b> Delivering verbal or nonverbal messages that include swearing, name calling, or use of words or gestures in an inappropriate way.	<b>2</b>
<b>Contraband</b> Possessing items stated in school policy as prohibited because they may disrupt the learning environment.	<b>2</b>
<b>Combustible</b> Possessing a substance or object that is readily capable of causing bodily harm or property damage. (e.g. matches, lighters)	<b>2</b>
<b>Disruption</b> 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.	<b>2</b>
<b>Gambling</b> Playing games of chance for money or betting a sum of money.	<b>2</b>
<b>Defiance or Disrespect Towards Authority and Non Compliance</b> Engaging in repeated behavior including, but not limited to, refusal to follow directions, or, talking back, or swearing at a staff member or delivers socially rude interactions.	<b>2</b>
<b>Negative Group Affiliation / Illegal Organization</b> 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.	<b>3</b>

<b>ATTENDANCE POLICY VIOLATION (Out of school suspension is not permitted)</b>	
<i>Violation</i>	<i>Action Level</i>
<b>Other Attendance Violations</b>  <b>Examples:</b> 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.	<b>1</b>
<b>Tardy</b> Arriving at school or class after the scheduled start time.	<b>1</b>
<b>Unexcused Absence</b> Missing school for an entire day with no acceptable excuse.	<b>1</b>
<b>Leaving School Grounds without Permission</b>  Leaving school grounds or being in an "out-of-bounds" area during regular school hours without principal or designee permission	<b>1</b>
<b>Truancy</b> Having an unexcused absence for at least one class period during the day (applies to students aged 6-16).	<b>1</b>

**[RIGHT]**

<b><u>DISHONESTY</u></b>	
<i>Violation</i>	<i>Action Level</i>
<b>Cheating</b> 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.	<b>2</b>
<b>Forgery</b> Falsely and fraudulently making or altering a document, including hall passes and parent signatures.	<b>2</b>
<b>Lying</b> Making an untrue statement with the intention to deceive or to create a false or misleading impression.	<b>2</b>
<b>Plagiarism</b> Stealing and passing off the ideas or words of another as one's own, including material obtained online.	<b>2</b>

<b><u>TRESPASSING; VANDALISM OR CRIMINAL DAMAGE</u></b>	
<i>Definitions</i>	
<b>Criminal damage:</b> 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. Administrators may consider acts of vandalism that result in damages exceeding \$5,000 in value at a Level 4.	
<b>Example:</b> Substantial destruction of copy machines, vehicles, science or computer equipment.	
<i>Violation</i>	<i>Action Level</i>
<b>Trespassing</b> 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 chief administrator or designee of the facility, campus or function.	<b>2</b>
<b>Graffiti or Tagging</b> Writing on walls; drawings or words painted or sprayed on walls or other surfaces that can be easily removed with soap or cleaner.	<b>2</b>
<b>Vandalism of Personal property</b> Destroying or defacing personal property.	<b>3</b>
<b>Vandalism of School Property</b> Destroying or defacing school property. <b>Examples:</b> Destroying school computer records, carving initials or words in desk top, spray painting on walls, damaging vehicles.	<b>3</b>

<b><u>ARSON</u></b>	
<i>Definitions</i>	
<b>Structure:</b> a building or place with sides and a floor used for lodging, business, transportation, recreation, or storage <b>Occupied structure:</b> 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. <b>Property:</b> anything other than a structure that is owned and has value of any kind (e.g., a backpack, school book, clothing, etc.). <b>Damage:</b> as used here, means a tangible or visible impairment to a surface. <b>Reckless Burning:</b> recklessly causing a fire or explosion resulting in damage to a structure, wild land, or property. (see A.R.S. § 13-1702).	
<i>Violation</i>	<i>Action Level</i>
<b>Arson of a Structure or Property</b> Knowingly and unlawfully damaging a structure or property by knowingly causing a fire or explosion. <i>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).</i>	<b>4</b>
<b>Arson of an Occupied Structure</b> Knowingly and unlawfully damaging an occupied structure by knowingly causing a fire or explosion.	<b>5</b> <b>Mandatory report to law enforcement and Fire Dept.</b>
<b>NOTE:</b> Administrators 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.	

**[LEFT]**

<b>TECHNOLOGY, IMPROPER USE OF</b>	
<i>Violation</i>	<i>Action Level</i>
<p><b>Telecommunication Device or Other Technology</b></p> <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 an administrator in accordance with the Student Success Handbook. (see Policy JICJ) <i>NOTE: may be elevated to a Level 3 violation but cannot result in out of school suspension.</i></p> <p><b>Examples:</b> use of telecommunication devices (cell phones, pagers, etc.) or other technology (gaming systems, iPods, iPads, Tablets, etc) for a non-instructional purpose.</p>	<b>2</b>
<p><b>Computer or Network Violation</b> <i>NOTE: may not be elevated to Level 4.</i></p> <p><b>Examples (Computer):</b> 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 an administrator, vandalism of computers or computer equipment.</p> <p><b>Examples (Network):</b> Posting videos of fights onto social media, use of 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>	<b>3</b>
<b>HARASSMENT AND THREAT, INTIMIDATION</b>	
<i>Violation</i>	<i>Action Level</i>
<p><b>Threat or Intimidation</b></p> <p>Indicating, by words or conduct, the intent to cause physical injury or serious damage to a person or their property, or intentionally places another person in reasonable apprehension of imminent physical injury. This may include threats or intimidation that occurs online or through a telecommunication device.</p>	<b>3</b>
<p><b>Bullying</b></p> <p>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. 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 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).</p>	<b>3</b>
<p><b>Harassment, nonsexual</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Repeatedly commits an act or acts that harass another person.</li> <li>3. Surveils or causes another person to surveil a person for no legitimate purpose.</li> <li>4. On more than one occasion makes a false report to a law enforcement, credit or social service agency.</li> <li>5. Stalking-Following another person in or about a public place for no legitimate purpose after being asked to desist.</li> </ol> <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>	<b>3</b>
<p><b>Hazing</b></p> <p>Committing an act against another student, in which <u>both</u> of the following apply:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. The act contributes a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation.</li> </ol> <p><i>*Administrators <b>may</b> treat incidents of hazing at a Level 4 in consultation with the Discipline Review Team.</i></p>	<b>3</b>

**[RIGHT]**

<b>SCHOOL THREAT OR INTERFERENCE</b>	
<i>Definitions</i>	
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.	
<i>Violation</i>	<i>Action Level</i>
<b>Fire Alarm Misuse</b> Intentionally ringing fire alarm when there is no fire.	<b>4</b>
<b>Other School Threat (Verbal)</b> Making a verbal School Threat.	<b>4</b>
<b>Bomb Threat</b> Threatening to cause harm by using or threatening to use a bomb, or arson-causing device.	<b>5</b> <b>Expulsion</b> <b>required by law</b>
<b>Chemical or Biological Threat</b> Threatening to cause harm using dangerous chemicals or biological agents.	
<b>Other School Threat</b>  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).	

<b>SEXUAL OFFENSES</b>	
<i>Violation</i>	<i>Action Level</i>
<b>Harassment, Sexual</b>  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), or physical conduct of a sexual nature.	<b>3</b>
<b>Pornography</b>  Possessing or providing sexually explicit and obscene depictions of persons, in words or images. <b>Examples:</b> 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.	<b>3</b>
<b>Harassment, Sexual with contact</b> Committing sexual harassment that includes physical contact.	<b>4</b>
<b>Indecent Exposure or Public Sexual Indecency</b> Engaging in sexual acts or public sexual indecency.  <b>Examples:</b> public urination, streaking, masturbation, “peeping tom” (including taking photos or videotaping), exposing another student’s private parts, or engaging in intercourse, or oral sex.	<b>4</b>
<b>Sexual Assault or Rape</b> Intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person without consent of such person.	<b>5</b> <b>Mandatory report</b> <b>to law</b> <b>enforcement</b>



**[LEFT]**

<b><u>THEFT</u></b>	
<i>Violation</i>	<i>Action Level</i>
<b>Petty Theft</b> Stealing cash, or property, valued under \$100.	<b>2</b>
<b>Theft – School Property or Non-School Property</b>  Knowingly: <ul style="list-style-type: none"> <li>b. Controls property of another with the intent to deprive the other person of such property; or</li> <li>c. Converts for an unauthorized term or use services or property of another entrusted to the defendant or placed in the defendant's possession for a limited, authorized term or use; or</li> <li>d. 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</li> <li>e. 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</li> <li>f. Controls property of another knowing or having reason to know that the property was stolen; or</li> <li>g. Obtains services known to the defendant 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.</li> </ul>	<b>3</b>
<b>Burglary or Breaking and Entering</b>  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.	<b>4</b>
<b>Extortion</b>  Knowingly obtaining or seeking to obtain property or services by means of a threat to do in the future any of the following: <ul style="list-style-type: none"> <li>1. Cause physical injury to anyone by means of a deadly weapon or dangerous instrument.</li> <li>2. Cause physical injury to anyone except as provided in paragraph 1 of this subsection.</li> <li>3. Cause damage to property.</li> <li>4. Engage in other conduct constituting an offense.</li> <li>5. Accuse anyone of a crime or bring criminal charges against anyone.</li> <li>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.</li> <li>7. Take or withhold action as a public servant or cause a public servant to take or withhold action.</li> <li>8. Cause anyone to part with any property.</li> </ul>	<b>4</b>
<b>Robbery</b>  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.	<b>4</b>
<b>Armed Robbery</b>  Committing robbery (see definition above) 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.	<b>5</b>  <b>Mandatory report to law enforcement</b>
<b>Burglary (First Degree)</b>  Entering or remaining unlawfully in or on a residential structure or yard or a nonresidential structure or in a fenced commercial with the intent to commit any theft or any felony therein) and knowingly possessing explosives, a deadly weapon or a dangerous instrument in the course of committing any theft or any felony.	<b>5</b>  <b>Mandatory report to law enforcement</b>



**[RIGHT]****WEAPONS AND DANGEROUS ITEMS (POSSESSION OF)***See Policy JICI for more details on Weapons in School*

<i>Violation</i>	<i>Action Level</i>
<b>Dangerous Items</b>  Possessing a knife with a blade length of less than 2.5 inches, air soft gun, b.b.gun, laser pointer, letter opener, mace/pepper spray, paintball gun, pellet gun, razor blade/box cutter, simulated knife, taser or stun gun, tear gas, firecrackers, smoke and stink bombs, gas, lighter fluid, and 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).  <b>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.</b>	<b>3</b>
<b>Other Weapons</b>  Possessing a billy club, brass knuckles, knife with a blade length of at least 2.5 inches, nunchakus.  <b>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.</b>	<b>4</b>
<b>Simulated Firearm</b>  Possessing a simulated firearm made of plastic, wood, metal or any other material which is a replica, facsimile, or toy version of a firearm.  <b>If the simulated firearm is used to threaten or intimidate, the violation will be considered a level 4.</b>	<b>3</b>
<b>Firearms</b>  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 administrator.  <b>"Firearm"</b> 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.  <b>"Other Firearms"</b> –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. ()  <i>NOTE: This definition does not apply to items such as toy guns, colorful plastic water guns, cap guns, bb guns, and pellet guns)</i>	<b>5</b>  <b>Expulsion required by law</b>  <b>Mandatory report to law enforcement</b>

[LEFT]

**Discipline-Related Policies***Policies are available upon request at all school sites, family centers, the central office, and online.***Student Attendance Policy (JE)****<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JE>**

Good attendance in school enables students to act as responsible members of the community.

**Bullying, Intimidation and Harassment Policy (JICK)****<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JICK>**

The District does not tolerate bullying in any form. Further, the District shall investigate each complaint of bullying and will take appropriate, timely, and responsive action.

**Cell Phone and Electronic Device (JICJ)****<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JICJ>**

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 specific conditions and guidelines.

**Dress Code Policy (JICA)****<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JICA>**

This policy and regulation specifies the standards of dress and grooming that promote a safe school setting conducive to a positive learning environment.

**Equal Educational Opportunities and Anti-Harassment Policy (JB)****<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JB>**

The right of a student to participate fully in classroom instruction shall not be abridged or impaired because of race, color, religion, sex, sexual orientation, age, national origin, and disability, or any other reason not related to the student's individual capabilities.

**Interviews, Searches and Arrests (JIH)****<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JIH>**

School administrators have the right to interview students and search and seize property-including school property that has been temporarily assigned to students. School administrators and staff will cooperate with law enforcement when attempting to locate a student for a warrant or subpoena.

**Weapons (JICI)****<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JICI>**

Weapons are not allowed on any campus/property without prior authorization by a school administrator.

**Bus Rules (EEA)****<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-EEA>**

Riding is a privilege; parents 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.

<b>Rules</b>	
Always comply with bus driver's/monitor's directions	Use classroom voice (no profanity/loud noises/intimidation)
Remain seated; keep hands, feet, and head inside bus	All personal possessions must be under control at all times
Keep unauthorized materials and substances off bus	No eating or drinking on the bus
<b>Safety Precautions</b>	
Know the correct bus route # and route to/from the bus stop; ALWAYS board/depart bus at correct stop known by parent	Discuss what to do if the bus is late in the morning or no one is home in the afternoon

[RIGHT]

### **Regulations Related to Due Process for Suspension and Expulsion**

*Regulations are available upon request at all school sites, family centers, the central office, and online.*

#### **Student Discipline – Short Term Suspension (JK-R1)**

**<http://govboard.tusd1.org/Policies-and-Regulations/Regulation-Code-JK-R1>**

This regulation explains the process for short-term suspensions (1 – 10 Days).

#### **Student Discipline – Long Term Suspension (JK-R2)**

**<http://govboard.tusd1.org/Policies-and-Regulations/Regulation-Code-JK-R2>**

This regulation explains the process for long-term suspensions (11 – 180 Days).

#### **Student Discipline – Expulsion (JK-R3)**

**<http://govboard.tusd1.org/Policies-and-Regulations/Regulation-Code-JK-R3>**

This regulation explains the process for expulsions.

#### **Student Discipline – Suspension Abeyance Contract Regulation (JK-R4)**

**<http://govboard.tusd1.org/Policies-and-Regulations/Regulation-Code-JK-R4>**

Administrators may offer to hold a suspension in “abeyance” (to not instantly enforce the suspension) if

- (1) the administrator believes it is in the best interests of the student and the school community,
- (2) the student and parent/legal guardian agree to certain conditions, and
- (3) the student and parent 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**

*Information about IDEA, IEPs, and 504 Plans can be found at <http://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 prior to the 11<sup>th</sup> day of suspension**

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, ~~the District~~ 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 accomodation 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. Refer to the Exceptional Education web page for more information (<http://www.tusd1.org/Departments/Exceptional-Education>).**

**[LEFT]****Rights and Responsibilities**

<b><i>STUDENT RIGHTS</i></b>	<b><i>STUDENT RESPONSIBILITIES</i></b>
<ul style="list-style-type: none"> <li>• Learn in a safe, clean, orderly and positive climate that is unbiased, nonjudgmental, and free from prejudice, discrimination, verbal or physical threats and abuse.</li> <li>• Receive appropriate accommodations to meet individual needs. (as supported by documentation)</li> <li>• Be treated with respect and in a fair and equitable manner by teachers and administrators.</li> <li>• Due process of law.</li> <li>• Have school rules that are enforced in a consistent, fair and reasonable manner.</li> <li>• Be free from retaliation, from fear of retaliation, and from sex discrimination and sexual harassment at school, including dating abuse.</li> <li>• 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 site administration immediately.</li> <li>• Receive a copy of this handbook.</li> <li>• Have access to school assignments/homework while serving a disciplinary suspension and have options for alternative instructional opportunities for any long term suspension.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Make positive contributions to an environment that allows fellow students to be free from discrimination, harassment, hazing and bullying.</li> <li>• Make up work resulting from an absence.</li> <li>• Respect the rights, feelings, and property of fellow students, parents, school staff, visitors, guests, and school neighbors.</li> <li>• 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.</li> <li>• Display behavior that does not compromise the safety of other students and/or staff.</li> <li>• Follow discipline guidelines adopted by the school and District.</li> <li>• Protect and take care of the school's property.</li> <li>• Read and ask questions to understand the information in the Student Success Handbook.</li> </ul>

<b><i>PARENT &amp; GUARDIAN RIGHTS</i></b>	<b><i>PARENT &amp; GUARDIANS RESPONSIBILITIES</i></b>
<ul style="list-style-type: none"> <li>• Request and be granted conferences with teachers, counselors and/or the principal.</li> <li>• Receive explanations from teachers about their student's grades and disciplinary procedures.</li> <li>• Access and review school records pertaining to their student.</li> <li>• Receive a copy of this handbook.</li> <li>• 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)</li> <li>• Request an interpreter or translator at any step of the disciplinary process.</li> <li>• Request a review of all disciplinary actions relating to their student.</li> <li>• Direct their student's education, upbringing and moral/religious training.</li> <li>• 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, unless the incident has first been reported to law enforcement and notification of the parent 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.</li> <li>• Be treated in a manner that is respectful of and responsive to their cultural traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend school daily according to school district adopted Communicate and collaborate with teachers to support student achievement.</li> <li>• Attempt to participate and be active at their student's school.</li> <li>• Be partners with school staff by sharing appropriate ideas for improving student learning and by helping to prevent and/or resolve student discipline problems.</li> <li>• Provide supervision of the student's health, physical and emotional well being, and assume responsibility for the student's timely regular attendance.</li> <li>• Promptly provide the school with explanations for student absences or tardiness.</li> <li>• Ensure student compliance with school and district policies and regulations.</li> <li>• Read and ask questions to understand the information in this handbook.</li> <li>• Reinforce the importance of students' adherence to values and behaviors described in this handbook.</li> </ul>



**[RIGHT]**  
**Annual Notifications**

ANNUAL NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)	TUSD ANNUAL NOTIFICATION OF PRIVACY RIGHTS OF PARENTS AND STUDENTS
<p>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:</p> <p><b>(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. Dep’t of Educ. (ED)</b></p> <ol style="list-style-type: none"> <li>1. Political affiliations or beliefs of the student or student’s parent;</li> <li>2. Mental or psychological problems of the student or student’s family;</li> <li>3. Sex behavior or attitudes;</li> <li>4. Illegal, anti-social, self-incriminating, or demeaning behavior;</li> <li>5. Critical appraisals of others with whom respondents have close family relationships;</li> <li>6. Legally recognized privileged relationships (like with lawyers, doctors, or ministers);</li> <li>7. Religious practices, affiliations, or beliefs of the student or parents; or</li> <li>8. Income, other than as required by law to determine program eligibility.</li> </ol> <p><b>(2) Receive notice and an opportunity to opt a student out of –</b></p> <ol style="list-style-type: none"> <li>1. Any other protected information survey, regardless of funding;</li> <li>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;</li> <li>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.</li> </ol> <p><b>(3) Inspect, upon request and before administration or use –</b></p> <ol style="list-style-type: none"> <li>1. Protected information surveys of students;</li> <li>2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and</li> <li>3. Instructional material used as part of the educational curriculum.</li> </ol> <p>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.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>•Collection, disclosure, or use of personal information for marketing, sales, or other distribution.</li> <li>•Administration of any protected information survey not funded in whole or in part by ED.</li> <li>•Any non-emergency, invasive physical examination or screening as described above.</li> </ul> <p><b>Parents who believe their rights have been violated may file a complaint with:</b></p> <p style="text-align: center;">Family Policy Compliance Office          U.S. Department of Education          400 Maryland Avenue, SW          Washington, D.C. 2020</p>	<p>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:</p> <p><b>(1) The right to inspect and review the student’s education records within 45 days from the day TUSD receives a request.</b></p> <p>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.</p> <p>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.</p> <p><b>(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.</b></p> <p>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.</p> <p><b>(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.</b></p> <p>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.</p> <p>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.</p> <p><b>(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.</b></p> <p>Any complaints arising from an alleged violation of these rights may be submitted to the Superior Court of Pima County, Arizona, or to:</p> <p style="text-align: center;">The Family Policy Compliance Office, U.S. Dep’t of Education          400 Maryland Avenue, SW, Washington, D.C. 20202 (202) 260-3887</p> <p style="text-align: center;"><u>Directory Information</u></p> <p>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 Administrative Regulation 5130). 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:</p> <ul style="list-style-type: none"> <li>•The annual yearbook;</li> <li>•Honor roll or other recognition lists;</li> <li>•Graduation programs; and</li> <li>•Sports activity sheets showing weight/height of team members.</li> </ul> <p>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 <i>Elementary and Secondary Education Act of 1965</i> (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.</p> <p>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:</p> <p>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.</p> <p>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.</p>



MEETING OF: June 5, 2018

TITLE: Review of 2018-19 Student Code of Conduct (GSRR)

ITEM #: 2

Information: X

Study:

Action:

**PURPOSE:**

To update governing board and community on the input received for the 2018-19 draft document and to collect any further feedback from the GB on desired revisions.

**DESCRIPTION AND JUSTIFICATION:**

This session will allow for review of a timeline for the gathering of input and major changes made to the document. We will seek approval of the document at the June 26th GB meeting.

**BOARD POLICY CONSIDERATIONS:**

**LEGAL CONSIDERATIONS:**

For all Intergovernmental Agreements (IGAs), Initiator of Agenda Item provides the name of the agency responsible for recording the Agreement after approval:

For amendments to current IGAs, Initiator provides original IGA recording number:

\_\_\_\_\_  
Legal Advisor Signature (if applicable)

**BUDGET CONSIDERATIONS:**

\_\_\_\_\_  
**District Budget**  
\_\_\_\_\_  
**State/Federal Funds**  
\_\_\_\_\_  
**Other**  
Budget Cost      Budget Code

Budget Certification (for use by Office of Financial Services only):

Date

I certify that funds for this expenditure in the amount of \$ are available and may be:

Authorized from current year budget

Authorized with School Board approval

Code: Fund:



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INITIATOR(S):

Michael Konrad, Middle School Director

5.30.18

Name

Title

Date

---

DOCUMENTS ATTACHED/ ON FILE IN BOARD OFFICE:

**ATTACHMENTS:**

Click to download

☐ [Presentation](#)

☐ [Comments - Draft 1 May 11, 2018](#)

☐ [Draft 4 - May 23, 2018](#)

☐ [Draft 5 - Final](#)

☐ [Draft 5 - Final with Tracking](#)

☐ [SM Comments - May 22, 2018](#)

☐ [SM Comments - June 4, 2018](#)

☐ [Teacher Feedback](#)

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TUCSON UNIFIED SCHOOL DISTRICT

BOARD AGENDA ITEM  
CONTINUATION SHEET

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Section	Page(s)	Comment	Result	Revision	Responses to Questions
Front Page	i	left justify title and words. Change title font to a clean font, font is hard to read. Do not use italics at the bottom. Do not use all CAPS or center justify, it is hard to read for low literacy	Reviewed	N	
Front Page	i	The title of the document should be bold and clear on the front cover	Reviewed	Revised, page i	
Safety Zone / Table of Contents	ii	Page 2- school safety number should be more prominent- larger font	Reviewed	Revised, page 2	
Safety Zone / Table of Contents	ii	have "your school is a safety zone" inside the front cover, make larger. No caps and no italics. Page 3 would become the page for the discrimination policy and table to contents. No larger font for table of contents. No CAPS, or you can make the discrimination statement on page two and leave page 3 as the table of contents.	Reviewed	N	
Safety Zone / Table of Contents	ii	Suggest bullets on Table of Contents pages 4-12 like the items below. Otherwise it looks like all items are negative because those are bulleted	Reviewed	N	
Acknowledgement Form	iii-iv	Code of Conduct Acknowledgement Form either first or last page	Reviewed	Moved to front of the book, pages iii-iv	
Acknowledgement Form	iii-iv	spell out school year (SY)	Reviewed	Revised on page iii	
Acknowledgement Form	iii-iv	I collect the signature page from the teachers. When signed by both the student and parent, it can be difficult to read the names. A line at the top that says please print student name and grade would be very helpful. Thank you.	Reviewed	Add "(Please print legibly) under both sig lines on page iii	
Acknowledgement Form	iii-iv	"can be measured when" Can be measured when? Or "is measured by the extent to which..."?	Reviewed	N	
Acknowledgement Form	iii-iv	"excellence, safety, personal responsibility, and kindness" [changed to red]	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Acknowledgement Form	iii-iv	"I acknowledge that I have read and reviewed the information in this document with my child." Not strong enough. Must revise. Please provide a different statement for parents and students, as they are subject to different expectations with regard to the GSRR. Do all students have a home room? Consider: For students: By signing this form, I acknowledge that I have read and understand all the information in this Guide for Student Rights and Responsibilities, that I agree to follow the rules as they are set out, as applicable, I will accept the consequences provided in the GSRR. For parents: By signing this form, I acknowledge that I have read and understand all the information in this Guide for Student Rights and Responsibilities, that I agree to assist my child/ren to follow these rules, and that if my child/ren violate any of the rules, as applicable, I will support TUSD in administering the consequences as they are set out in the GSRR.	Reviewed	N	All students have a homeroom
Acknowledgement Form	iii-iv	re Parent and Student Signature Line [change to Month, Day, Year rather than just Date]	Reviewed	N	
Acknowledgement Form	iii-iv	Page 5- Code of Conduct page- if tearing out and returning to school, there should not be anything on the back page	Reviewed	N	
Superintendent Welcome	01	Determines is misspelled in Dr. Trujillo's message to students on the 2018-19 document.	Reviewed	Revised	
Superintendent Welcome	01	should be at left behind front page	Reviewed	N	
Superintendent Welcome	01	remove italics	Reviewed	N	
Basic Information	02	Pg. 4- "has jurisdiction"-this language is very legalistic, probably better to explain at 8th grade level	Reviewed	Replace "jurisdiction" with "authority" on page 2	
Basic Information	02	Pg. 4- "School sanctioned vehicle" School sponsored vehicle? I believe an activity or event, but not a thing can be "district sanctioned"	Reviewed	Replace with "vehicle used for school purposes" on page 2	
Basic Information	02	Pg. 4- "resulting in a detrimental effect" Explain at 8th grade level	Reviewed	Replace with "harmful" on page 2	
Basic Information	02	Pg. 4- Lodge a complaint area- This is not clear. Does this apply to all complaints or just to discrimination, harassment, hazing, dating abuse, bullying, and unfair disciplinary actions?	Reviewed	Replace "Lodge" with "Make" on page 2	
Basic Information	02	"or online...disciplinary actions" This is not clear. Does this apply to all complaints or just to discrimination, harassment, hazing, dating abuse, bullying, and unfair disciplinary actions?	Reviewed	N	This applies to the listed items

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Basic Information	02	Pg. 4-make it clear that it can be a verbal complaint; doesn't have to be "filed" as a written document	Reviewed	Replace "Lodge" with "Make" on page 2	
Basic Information	02	Pg. 4, when/where does code apply-delete extra space	Reviewed	Deleted	
Basic Information	02	On page 4, the first question and third question should use the complete name of the document- Code of Conduct---	Reviewed	N	
Basic Information	02	On page 4 IDEA should be spelled out the first time it is used	Reviewed	Revised on page 2	
Basic Information	02	On page 4, the first sentence under the 4 <sup>th</sup> question should be (door to door). Language needs to be clear for all groups using the Code of Conduct.	Reviewed	N	
Basic Information	02	On page 4, the first sentence under the 4 <sup>th</sup> question should be (door to door). Language needs to be clear for all groups using the Code of Conduct.	Reviewed	N	
Basic Information	02	Pg. 4-who are the members of the discipline review team	Reviewed	Added the additional duties of the Team on page 2	The Discipline Director and the Compliance Liaison, see page 2
Basic Information	02	Pg. 4-omit "whenever possible" in 2nd bullet point of What Principles Guide the Administration of Discipline at TUSD section	Reviewed	Removed from page 2	
Basic Information	02	P. 4 – last paragraph, remove the close parenthesis symbol after parents	Reviewed	Removed	
Basic Information	02	Pg. 4-1. Under "When and Where Does the Code Apply?" on pg. 4, clarify or give suggestions as to what "off-campus actions" include	Reviewed	This will be addressed through training	
Basic Information	02	"in the classroom" should not be the goal. The goal should be learning environment, which includes recess, outdoor study, gardens, etc.... This goal is restated on p. 7.	Reviewed	Revised, page 2	
Basic Information	02	On p. 4, I am not sure how the school would have jurisdiction over off-campus activities. The standard is much too broad and needs to be narrowly defined. There is too much discretion provided to administrators as to whether something is "disruptive." This should be a legal matter.	Reviewed	N	
Basic Information	02	Pg. 4and 10-What IDEA? Definition. Consider explaining acronyms or making a glossary of terms; Explain the phrase "portal to portal"	Reviewed	Revised	
Basic Information	02	Pg. 4-I like it. Other pages should be in this format	Reviewed	N	
Basic Information	02	Pg. 4-Change to "What is the Code of Conduct?" Remove italics. Students or parents); remove parenthesis	Reviewed	N	
Restorative Practices / PBIS	03	Page 6 – De-escalation paragraph: After reading this paragraph, how many times is "appropriate"	Reviewed	N	
Restorative Practices / PBIS	03	Who is responsible.....Not clear—is it everyone, or is it the instructional faculty and staff? Not everyone?	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Restorative Practices / PBIS	03	What are RP... This is not clear. Consider something like: Restorative practices focus on preventing inappropriate behaviors. They also represent an attempt to reform school discipline measures, to make them less punitive and more educational. The goal is to improve relationships among teachers, students, and the entire school community. Restorative practices teach people how to address power imbalances by promoting relationship-building and understanding. They do not take the place of disciplinary consequences; instead, restorative practices help to improve behaviors and decrease the need for such consequences over time.	Reviewed	N	
Restorative Practices / PBIS	03	How does TUSD implement..... Not clear about how they work in school, if a student misbehaves in the middle of class. Is the teacher to continue following their lesson plan? Stop the lesson and form a circle—and, if so, when does the missed material get covered?	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	how does TUSD implement.... And teachers?	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	How does TUSD implement..... Who is trained for this (what position title)? When does this happen? What if none of this actually happens (policy is not practiced as it is written)?	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	How does TUSD implement.....reflection form-To what end? What will happen to the form? Why not require that the student also complete missed classwork? When will student make up missed work if not while in the PIC?	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	What are PBIS-Why is this separate from restorative practices? Are our restorative practices not embedded in a PBIS framework?	Reviewed	N	
Restorative Practices / PBIS	03	How does TUSD implement PBIS-What if this does not happen? What is the consequence? Who is "TUSD" referring to—what person can parents or students go to if none of this happens?	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	Position on EC-Agreed: this is confusing. Consider: Exclusionary consequences are a last resort, so teachers are permitted to send students out of class only if the student's behavior seriously disrupts the learning environment, as determined by the teacher.	Reviewed	N	
Restorative Practices / PBIS	03	When do EC apply-How is safety prioritized? This not clearly written.	Reviewed	N	
Restorative Practices / PBIS	03	When do EC apply-This is not very clear. Due process is different in school than out, but that is not apparent from this language. The language also assumes that readers know what due process is. Also, does this apply to any exclusionary consequence? Being sent to PIC?	Reviewed	<b>Replaced "see Policy JK...." with "see information on DP below, pages 6-7"</b>	
Restorative Practices / PBIS	03	When do EC apply.....disciplinary consequences <b>must be paired</b> -what if they are not?	Reviewed	N	
Restorative Practices / PBIS	03	When do EC apply...learn from their behavior and, <b>where possible</b> -is it ever not possible? Appropriate?	Reviewed	N	
Restorative Practices / PBIS	03	When do EC apply....to protect student, staff or visitor <b>safety</b> -is this necessary? If yes, please clarify	Reviewed	N	
Restorative Practices / PBIS	03	Pg. 7-clarification on the RP/PBIS position and whether this will be an actual paid position or stipend	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Restorative Practices / PBIS	03	Pg. 8-like this page	Reviewed	N	
Restorative Practices / PBIS	03	Pg. 9-clarification on ISI and ISS-please distinguish as to whether we would actually have both or just one and would be based on content instructor or a highly qualified instructor	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	pg. 6-PBIS-spacing problem	Reviewed	Revised	
Restorative Practices / PBIS	03	As an employee, I understand the intent and purpose of all of the information included in the GSRR. It is a lot of information, and the language in the GSRR includes a lot of definitions and process guidelines that seem to be targeted more to employees than parents and students. Maybe the information about PBIS and Restorative practices could be communicated by using a visual or flow chart instead of typing out all of the definitions and processes	Reviewed	N	
Restorative Practices / PBIS	03	Pg.7-Refelction form-What dies that look like?	Reviewed	N	Varies from school to school, and sometimes between teachers for what works best at a particular site or classroom
Restorative Practices / PBIS	03	Page 6- To tie into each school's PBIS, include "Honor your school's expectations"	Reviewed	N (this may be addressed through training or site-based PBIS materials)	
Restorative Practices / PBIS	03	Comments: Page 5 of the new GSRR is unclear as to what we're asking from the students. On Page 6, you mention that "district staff including teachers, counselors, and administrators" can do restorative circles. This seems to exclude Intervention Techs, monitors, aides, etc... Many of whom are trained and expected to run restorative circles.	Reviewed	Revised to state "district staff including, but not limited to..."	
Restorative Practices / PBIS	03	Pg. 7- De-escalate - ...Students will complete a reflection form to help staff de-escalate the situation and assist in helping to restore the student back... -- Will the entire district be using the same type of reflection form -- or will each school create one for their needs? - I would appreciate being able to use the one we are currently using.	Reviewed	N	
Restorative Practices / PBIS	03	Pg. 7-, it should be clear that exclusionary consequence cannot include recess time under State law. This also applies to p. 8 under Positive Intervention Centers.	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	formal restorative conferences need to be harder because when a student gets an expulsion of 4 or 5 days and then come back to class they keep doing it.	Reviewed	N	



Section	Page(s)	Comment	Result	Revision	Responses to Questions
Restorative Practices / PBIS	03	<p><b>A-Small Impromptu circles or large group circles:</b></p> <ul style="list-style-type: none"> <li>• Small circles: a few people meet to briefly address and resolve a problem.</li> <li>• Small circles are facilitated by district staff including teachers, counselors, and/or administrators.</li> <li>• Large circles: a larger group can meet in a large circle or a classroom circle to discuss issues, answer questions, solve problems, or offer feedback.</li> <li>• Large circles are facilitated by district staff including teachers, administrators, and/or learning supports coordinators.</li> </ul> <p><b>B. How Does TUSD Implement PBIS?</b></p> <p>TUSD strives to create safe, positive environments by:</p> <ul style="list-style-type: none"> <li>• defining and teaching behavioral expectations;</li> <li>• monitoring and acknowledging appropriate behavior;</li> <li>• providing corrective, appropriate consequences;</li> <li>• providing appropriate behavioral supports (including actions like mentoring, social skills groups, and daily monitoring);</li> <li>• using a team-based approach; and using referral data for problem solving</li> </ul>	Reviewed	This will be addressed through training	
Restorative Practices / PBIS	03	<p><b>Who Is Responsible For Implementing Restorative Practices and PBIS?</b> Everyone. At every site. (unclear because below you lists specific responsibilities for staff but not for every one else.)</p> <p>Under the direction of the campus principal and/or the Restorative and Positive Practices Facilitator (RPPF), staff members at every site</p> <ul style="list-style-type: none"> <li>• must understand school rules;</li> <li>• reinforce appropriate student behavior; and</li> <li>• use constructive classroom management, positive behavioral interventions and supports, and/or restorative practices strategies, where appropriate, to promote safe,</li> </ul>	Reviewed	This will be addressed through training	
Exclusionary Consequences	04	Pg. 8-concern about "or longer than one class period" rather than thirty minutes. They asked how long periods go (ewe said 55 to 105 for block periods)	Reviewed	This will be addressed through training	
Exclusionary Consequences	04	Pg. 8- Exclusionary processes is a good addition, but I think there is too much information given. When a lot of information is thrown in at one time it dilutes the message that you want to focus on. For exclusionary practices I would keep the 1st line in the section "what are exclusionary practices", the chart, "when do they apply" and the chart	Reviewed	N	
Exclusionary Consequences	04	Pg. 8-Order of consequences listed under exclusionary practices-intense to state expulsion first	Reviewed	Revised to list positive alternatives to suspension first, and expulsion last on page 4	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Exclusionary Consequences	04	Pg. 8-the PIC room should be at the top of the page	Reviewed	Revised to move the section on PIC rooms after Abeyance and before ISI on page 5	
Exclusionary Consequences	04	Pg. 8-too many fonts/graph is confusing	Reviewed	N	
Exclusionary Consequences	04	Pg. 8-consequences should be in-school suspension. Students need to really feel they did wrong but taking them out of school is not good	Reviewed	N	
Exclusionary Consequences	04	Pg. 8-What Are Exclusionary Consequences? Exclusionary consequences are disciplinary consequences that remove a student from classroom instruction for longer than thirty minutes, or longer than one class period. These include: • expulsion, • out-of-school suspension, • positive alternatives to suspension (see page 8), and • in-school suspension	Reviewed	N	
Exclusionary Consequences	04	Pg. 8-When Do Exclusionary Consequences Apply? Chart is confusing. Start with level 1, less severe offense to level 4-5 severe. Remove number for exclusionary practices and use bullets. Use dark arrows.	Reviewed	N	
Exclusionary Consequences	04	See chart on feedback form	Reviewed	N	
Exclusionary Consequences	04	Pg. 8-Order of level flow chart-maybe start with level 1 on left and work to level 4-5 on right	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	We worry that under the PICs it says we will provide a short time in the PIC room. We do not have staff for a PIC room during all hours of the school day. Currently we use a monitor only during lunch times.	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	At the elementary school level, we feel we need more information about how an abeyance contract would be implemented.	Reviewed	N (training issue)	
Positive Alternatives to Out-of-School Suspension	05	The term "PIC Room," should say PIC or Buddy Room (since some schools, including our elementary school, use buddy rooms. Not all schools have specified PIC rooms.	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Abeyance Contract Must be Considered for All First Level 4 Offenses (We agree to this new change)	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Pg. 9-maybe use "positive alternatives to out of school suspension" to be clearer.....otherwise ISS is confusing	Reviewed	Revised on page 5	
Positive Alternatives to Out-of-School Suspension	05	Pg. 10-we reviewed and agreed on the abeyance -all students given opportunities	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Pg. 8-Fulfilling the terms of the Abeyance Contract? Consider: if the student fulfills the terms of the Abeyance Contract, the student may have their suspension shortened or eliminated.	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Positive Alternatives to Out-of-School Suspension	05	Pg. 8-What happens if administrators do not offer an abeyance contract?	Reviewed	This will be addressed through training	
Positive Alternatives to Out-of-School Suspension	05	Pg. 8-ISS-not clear	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	PG. 8-DAEP .. "continue their education...." "What does this mean? They can continue taking classes? Where (at Project MORE)?	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Pg. 8-reflection form...What happens to the form?	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Pg. 8-PIC's...de-escalate the situation....what situation?	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Pg. 8-Consider: The purpose of PICs is to provide disruptive students a place to go outside of class. A teacher can send a student to the PIC for a short time only (no more than 30 minutes or the remainder of one class period, whichever is less). The PIC will provide a positive and supportive environment where students can de-escalate if they are feeling angry, overwhelmed, or in need of a time-out. The social worker in the PIC will help students fill out a reflection form and work with the students to develop social and emotional tools they can use to handle their feelings, focus on learning, and return successfully to the classroom.	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Pg. 9- The Draft Code indicates that students "may take a short time... to de-escalate if they feel angry, overwhelmed, or in need of a time-out." (Draft Code at 6; see id. at 8 (under "Positive Intervention Centers").) While Mendoza Plaintiffs have no objection to the de-escalation time-outs or the PICs at which the time-outs will take place, the language of the Draft Code seems to suggest that students decide whether to take these time-outs. Mendoza Plaintiffs presume that teachers and other school staff can also make the decision about whether a student should take a de-escalation time out. If they are correct, they suggest that the District revise the Draft Code language to make this clear.	Reviewed	<b>Revised to add "so that a teacher can provide a student a short time..." on page 5</b>	
Positive Alternatives to Out-of-School Suspension	05	On page 9, The statement that the administrator MUST offer abeyance contracts when the violation is mutual combat, should include wording such as" unless there are serious injuries" .	Reviewed	N	
Positive Alternatives to Out-of-School Suspension	05	Page 9. Abeyance contracts must be offered? Does that mean parents cannot appeal?	Reviewed	N	Parents may still appeal
Positive Alternatives to Out-of-School Suspension	05	Clarification between ISI and ISS; is ISI student reassignment?	Reviewed	This will be addressed through training	
Positive Alternatives to Out-of-School Suspension	05	Pg. 9-Abeyance means to not instantly enforce the suspension. An Abeyance Contract.... Abeyance Contracts must be offered by administrators when a student has violated the following infractions: • Mutual combat (fighting) • Possession or use of drugs or alcohol	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Positive Alternatives to Out-of-School Suspension	05	Pg.9-ISS is an alternative to short-term suspension where students may be supervised by a highly qualified teacher or other staff member. The students in ISS will continue to receive their core curriculum. (are they excluded from electives or extra curricular activities?)	Reviewed	N	
Due Process	06 - 07	Pg. 12-Does a parent have the right to send their child to school during the appeal? Is the student still suspended if the violation is non-violent	Reviewed	N	No and Yes
Due Process	06 - 07	Pg. 12-The Draft Code (at page 12) describes the appeal process and timeline for longterm suspensions, which can take up to 36 days. However, level 4 long-term suspensions which presumably involve the most common long-term suspensions are from between 11-30 days. Mendoza Plaintiffs are concerned about the possibility that a long-term suspended student may successfully appeal their suspension, but will be unable to do so until they have already served the entirety of their long-term suspension. Mendoza Plaintiffs are however mindful that the timeline provided in the Draft Code reflects maximum amounts of time within which specific steps in the appeal process are to occur.	Reviewed	N	
Due Process	06 - 07	We like the description of "due process."	Reviewed	N	
Due Process	06 - 07	Pg. 12-concern about "ongoing threat of disrupting the academic process:...suggest "disrupting the academic process" and removing "ongoing threat of"	Reviewed	Remove "ongoing threat of" and add "disruption of" (corresponding change to regulation) on page 6	
Due Process	06 - 7	The Draft Code provides a chart in which the long-term suspension decision and makes clear that if the student ultimately is administered a long-term suspension (regardless of whether they opt to serve that suspension at home or in DAEP), the time during which the student was short-term suspended pending the hearing will be "counted" toward their long-term suspension. Mendoza Plaintiffs believe this portion of the Draft Code should be revised to provide this clarification.	Reviewed	Revised, page 7	
Action Levels	08	We understand the increase to a level 4. As long as it is ongoing and escalating and interventions are documented in Synergy, we feel sometimes an out of school suspension is warranted.	Reviewed	N	
Action Levels	08	At the elementary level, we feel possession and use should be higher	Reviewed	N	
Action Levels	08	Possession of drugs or alcohol should still be automatic hearing, no matter first, second or third. With the option of abeyance for the first violation as is. Second offense should be long-term 45 days or more. Possession once is a mistake, 2 or more is not a mistake. Leave in hands of hearing officer. Should remain level 4 and go to hearing.	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Action Levels	08	Remove "ISI and Abeyances" from Discipline Review Team, ISI and abeyances occur far too frequently to be monitored in real time by the Team	Reviewed	Revised to clarify that immediate communications occur for suspensions but that the Team will still review the use of ISI and Abeyances on page 9	
Action Levels	08	Under Level 1: Before referring a matter to site administration, classroom teachers are expected to employ at least <u>three</u> classroom-level interventions <b>with proper documentation</b> .	Reviewed	Revised to add "with proper documentation" on page 8	
Action Levels	08	Please clarify: "3 classroom interventions" before student behavior is expected to be addressed to admin-what does that look like in an elementary school where classroom teacher has that student all day? Clarify what that "time frame" looks like for elem, middle and high school levels?	Reviewed	This will be addressed through training	
Action Levels	08	Top of page 8 – We do not agree that it should be <u>mandatory</u> that administrators offer abeyances for fighting, and possession or use of drugs and alcohol.	Reviewed	N	
Action Levels	08	Pg. 14-reorganization of responses-we thought this list is a mix of interventions and consequences, like detention is not an interventionist's a consequence...maybe make it clear what a consequence is vs. an intervention, <b>two columns rather than three, with clear labeling of what is a consequence vs. an intervention</b>	Reviewed	This will be addressed through training	
Action Levels	08	<p>Pg. 14-concern about mutual combat going to level 4...            One kid assaulting another is most serious, we're okay treating that as Level 4            Then, one kid is aggressor, but other kid responds and both engage in a fight – we agreed on those also being considered a "mutual assault" – DOJ agreed with treating these as 1-3 day suspension as a lesser form of Level 4...they don't object to treating them as two different levels of assault            Then (what we think of as most incidents), two kids in a classroom, one says something to the other, they start talking and pushing back and forth...then that's the end of it, or someone throws a punch ... we think that would still be treated as a Level 3            o Seriousness of the physical conduct and the potential for being hurt + both kids targeting each other is a good line...that they walked away should not be the line            o Intention of central folks is different than the intention of admins...even now, assault is being overused as we see in Q3...OUR MAIN CONCERN IS THAT INCIDENTS THAT ARE CURRENTLY BEING CODED AS A FIGHT WILL NOW START BEING CODED AS LEVEL 4s WITH EXCLUSIONARY ...            Maybe consider changing the definition of assault, taken from criminal code....if we mean one kid attacking another we should say that in the definition</p>	Reviewed	This is a training issue that will address the use of Level 3 "Other Aggression"	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Action Levels	08	We agree with the idea that no more than 3 classroom level interventions for behavior needs to be addressed by administration-having a limit helps	Reviewed	N	
Action Levels	08	For substance abuse workshops, consider partnering with external organizations (TUSD used to do this) that can come in and do an evaluation with the student and the family to determine the root cause of potential addiction. If you are using social workers, they could also incorporate the student's family into the workshop and into fight mediations.	Reviewed	N	
Action Levels	08	Level 1 classroom interventions should be every semester, not every nine weeks	Reviewed	Revised to every semester on page 8	
Action Levels	08	Fighting is an automatic level 4, which will impact our students here	Reviewed	This will be addressed through training	
Action Levels	08	On page 14 "student agrees to attend drug or alcohol use workshop". Who will conduct the workshop?	Reviewed	This will be addressed through training	Social workers, counselors, RPPCs, etc.
Action Levels	08	At top of page 14, consequences is misspelled	Reviewed	Revised	
Action Levels	08	I applaud the effort to reduce the consequences for first time offenders of mutual combat and possession or use of drugs and alcohol. However, I caution that for mutual combat that seriously disrupts the school atmosphere, that leeway be given to administrators to remove students from school environment for the full three days.	Reviewed	N	
Action Levels	08	Pg. 14-Comments: A high school teacher has 165 students, seen in groups of 30 - 36. Requiring them to make 3 level one interventions before sending to MTSS every nine weeks is too time consuming. Further, I can understand resetting every nine weeks for young children, but not young adults. At 14-21, three times per school year should be enough. Also, currently, there is not enough MTSS staff to handle referrals in a timely manner, meaning that as the students do receive level 1 interventions by the teacher, without consistent follow up, behaviors continue and impeded the educational process for all students to due classroom disruption, and the time it takes the teacher to do the required documentations. Suggestions: Since high school students typically have 6-7 teachers, level 1 interventions should be counted inclusive of all teachers of the student who are identifying the behavior. MTSS staff increased to handle all of level 1 and 2 referrals within a reasonable time frame. To assess how much more staff is needed, survey classroom teachers, asking how many times they haven't made the referral due to lack of time to document, or number of times they received no response from MTSS team. I believe it is developmentally appropriate for young adults - high school age students- to receive only three level 1 or 2 classroom interventions by teacher per year; not per quarter.	N	Revised to every semester on page 8+G27	
Action Levels	08	Pg-13: Guidance-What actions can teachers take? This document does not seem to provide for teacher rights to assign disciplinary consequences, unless I have missed something.	Reviewed	N	Level 1 actions, no revision
Action Levels	08	Pg. 13-level 1- parent notification and conference request-Just a request?	Reviewed	N	yes, we cannot force parents to attend a conference



Section	Page(s)	Comment	Result	Revision	Responses to Questions
Action Levels	08	Pg. 13-For the whole chart, is the text going to be different sized fonts and colors, as it is here?	Reviewed	N	No
Action Levels	08	Pg. 13-include components of restorative conferences/circles	Reviewed	Add "see page 3" after "restorative conference/circles" on page 8	
Action Levels	08	Pg. 13-Action Level 3 should mandate at least in-school suspension, with the restorative actions required prior to re-integration into the school population. Most of the Level 3 violations listed are serious enough to warrant immediate suspension, not just in the case of continued or escalating misbehavior.	Reviewed	N	
Action Levels	08	Sexual harassment violation changed from level 3 to level 4; Indecent exposure/public sexual indecency and sexual harassment w/ contact changed to level 5 with police contact	Reviewed	N	
Action Levels	08	Pg. 14-What defines "on-going and escalating" on Level 3?	Reviewed	This will be addressed through training	
Action Levels	08	On pages 14 and 15, mutual combat lists two different consequences		Added "a second fight may result in a long-term suspension if approved by the Discipline Review Team and Ass't Sup't" on page 9	
			Reviewed	Added "or second offense" on page 10 (to match the update on page 9)	
Action Levels	08	Consider adding a loss of privileges and community service component	Reviewed	N	
Action Levels	08	9 weeks seems like a long time in level 1	Reviewed	N	
Action Levels	08	Under level 4: what's an intake interview after suspension?; principals should be able to check for drugs and alcohol after a student offender returns without a time limit	Reviewed	N	
Action Levels	08	Pg. 14-Bold 1st and 2nd offense on page 13, action level 4 regarding possession or use of drugs.	Reviewed	N	
Action Levels	08	What is the substance abuse workshop? Is it free? Does the district offer the class?	Reviewed	This will be addressed through training	
Action Levels	08	Pg. 14-Clarify "every 9 weeks." Do teachers have the authority to decree all of these consequences? (Consider adding "hand shake along with verbal/written apology.	Reviewed	N	
Guidelines for Applying Consequences	09	at the acknowledgement part, change the color so that parents know that they have to sign and return there is a typo: "Remainder" instead of "Remainder."			
			Reviewed	N	
Guidelines for Applying Consequences	09		Reviewed	Revised	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Guidelines for Applying Consequences	09	Under the Guidelines for Applying Consequences on page 12 it says: <b>2. Principals and APs at the elementary level (Pre-K-5<sup>th</sup> Grade) may consider all violations, with the exception of possession of firearms or any incidence of threat to an educational institution , at one level lower than that of the actual violation.</b> Our understanding is that elementary principals and APs have been directed to impose consequences at one level lower, it is not an option. If it is not an option – it cannot say MAY	Reviewed	N	It is an option
Guidelines for Applying Consequences	09	Pg. 12-If elementary principals and APs are <b>directed</b> to impose a consequence at one level lower, consider adding a column for action levels headed Elementary	Reviewed	N	It is an option
Guidelines for Applying Consequences	09	Pg. 16- Mendoza Plaintiffs are confused about the District's approach to elevation of disciplinary consequences and are concerned about how elevations may be applied under the approach proposed in the Draft Code. As an initial matter, as reflected in the current operative GSRR, the parties and Special Master previously agreed to elevations of disciplinary consequences of no more than one level. (See GSRR at 21 (Administrators "will not permit a single type of behavior to be elevated more than one level, regardless of frequency or occurrence").) Mendoza Plaintiffs are concerned that students with repeat relatively minor level 1 violations, for example kissing six times within a nine-week period, could end up being administered exclusionary discipline if consequences are elevated two levels under the Draft Code language. Mendoza Plaintiffs presume that the proposed Draft Code language will not so be applied, however, they are confused about what issue(s) the District may be trying to address by permitting elevations of two levels. Their confusion is compounded by their understanding that the District has in the past only infrequently elevated students' disciplinary sequences. Mendoza Plaintiffs therefore request clarification on this issue and other issues raised by the proposal to allow for elevations of two levels.	Reviewed	N	
Guidelines for Applying Consequences	09	#1, where it is stated , "must communicate with Student Equity immediately' when suspending students, admin is saying that notifying immediately might be impossible and would like further written communication on this topic	Reviewed	N	
Guidelines for Applying Consequences	09	Pg. 16-bold the words "with approval "regarding elevating discipline levels	Reviewed	<b>Revised to bold and underline the words "if approved" on page 9</b>	
Guidelines for Applying Consequences	09	item 1-"communicate with student equity..." communicate what? "Equity will review all suspensions..." for what?	Reviewed	N	To ensure consistent application of the GSRR
Guidelines for Applying Consequences	09	item 2-"shall consider all violations..."this is not clear. Example?	Reviewed	This will be addressed through training	
Guidelines for Applying Consequences	09	item 3-not clear	Reviewed	This will be addressed through training	
Guidelines for Applying Consequences	09	item 4-'waiver of mandatory actions...' not clear	Reviewed	This will be addressed through training	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Guidelines for Applying Consequences	09	item 8-Actions. Why capitalized now? Not clear and repetitive	Reviewed	N	
Guidelines for Applying Consequences	09	item 9-but no other defenses?	Reviewed	N	
Guidelines for Applying Consequences	09	item 10-not clear	Reviewed	This will be addressed through training	
Guidelines for Applying Consequences	09	Page 16. Rough play is not addressed. Clarification needed – Do all level 2 infractions go to administrators directly	Reviewed	N	Teachers may but are not required to address Level 2 behaviors
Guidelines for Applying Consequences	09	PG. 16-“... must communicate with the Discipline Review team immediately to jointly review the suspension. –It should not be necessary for a Discipline Review team to immediately review the suspension. –This action should remain with the principal. If the principal has a question about the need or requirement for the suspension – they can make the call to the Assistant Superintendent or Director/Discipline Review team. These should be an option not a mandate. – Monitoring is not determining or deciding the actions of the principal. – Monitoring is reviewing and providing insight to the principal after the fact.	Reviewed	N	
Guidelines for Applying Consequences	09	PG. 16-We are not in agreement with the statement in section 3. ... If approved, the Discipline Review Team will forward the request to the Assistant Superintendent for final approval. These suspensions need to be made in a timely manner and not be placed into a waiting game for approval. Principal is trained or may be trained on the requirements for suspensions. Principals may then act on these issues quickly and correctly under the guidelines that are required by the district.	Reviewed	This will be addressed through training	
Guidelines for Applying Consequences	09	PG. 16-...An administrator must immediately notify an Assistant Superintendent and the Discipline Review Team when law enforcement is contacted. – Principals are currently sending this information to their directors as needed. What is the importance of having to “immediately notify an Assistant Superintendent and the Discipline Review Team” we need to show that we trust the work of the principal.	Reviewed	This will be addressed through training	
Guidelines for Applying Consequences	09	PG. 16-Clarify item #2.	Reviewed	N	
Guidelines for Applying Consequences	09	PG. 16-On #6, is this true for all cases or is it case by case?	Reviewed	Revised to include bold on “shall consider”	
Guidelines for Applying Consequences	09	PG. 16-2nd bullet-is this a new thing?	Reviewed	N	
Guidelines for Applying Consequences	09	PG. 16-very important info but needs bigger font	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Mutual Combat	10	Pg. 14-it appears that the approach reflected in the Draft Code would result in a great expansion of exclusionary discipline with respect to misbehavior that does not now warrant such discipline and effectively return the District to the approach that was so problematic in the 2016 GSRRFAQ. Further, by making all "mutual combat" a level 4 infraction requiring at least some suspension days, the Draft Code conflicts with USP Section VI, B, 2, a, requiring that exclusionary discipline be limited to "ongoing and escalating" misbehavior imposed after appropriate interventions have been attempted and documented.	Reviewed	This will be addressed through training	The District expects this change to result in less days out of school by addressing fighting with mediation and abeyances rather than long-term suspension
Mutual Combat	10	Mendoza Plaintiffs are particularly concerned with the Draft Code approach to "mutual combat" given that, following (and notwithstanding) delivery of the October 20, 2016 Principals' Letter to TUSD principals, District data showed a pattern of TUSD administrators improperly coding incidents as "Aggression-Assault" and administering exclusionary discipline even though "a significant number of the incidents... involve[d] mutual conduct, and therefore should, based on the information provided, [have been] treated as Aggression-Fighting (and therefore not... [have led to the imposition of] exclusionary discipline)." (See January 5, 2017 United States' Evaluation of Fighting Incidents memo.) Based on this experience, Mendoza Plaintiffs believe that, as a practical matter, were the Draft Code to take effect, teachers and administrators would similarly overcode incidents of aggression between students as "mutual combat" resulting in exclusionary discipline.	Reviewed	N	
Mutual Combat	10	"Mutual Combat (Fighting)" is "defined as a physical altercation in which both parties are willing participants, where a preponderance of evidence notes that both parties 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 in the physical altercation/fight." (Draft Code at 15.) This definition appears to be very fact-intensive, requiring a detailed assessment of the circumstances around a physical altercation and does not seem to fully appreciate that fights often can occur within a matter of moments (thereby complicating assessment efforts) or that it may often be the case that investigation of a physical altercation may result in little or conflicting information on the circumstances surrounding such altercation.	Reviewed	N	
Violation Charts	10 - 17	Negative Group Affiliation-we would like to see this as a [possible school safety contact]	Reviewed	N	
Violation Charts	10 - 17	Leaving School Without Permission: We are seeing many students who come from homes of trauma running or hiding off campus. We feel this is a level 2 offense as it is a high safety concern.	Reviewed	N	
Violation Charts	10 - 17	Page 18-22, (Per Arizona Revised Statute) should be added to each box.	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Violation Charts	10 - 17	"fighting" where it states in bold, "will be granted an automatic waiver of the mandatory long-term suspension-more clarification on what the "waiver" would be	Reviewed	N	The waiver means mutual combat does not automatically carry a mandatory long-term (10-30 day) suspension like other Level 4 violations
Violation Charts	10 - 17	The Site Council loved that fights were elevated to a 4. We were all of with the verbs being changed and some of the categories being combined. All other wording that was changed was also accepted.	Reviewed	N	
Violation Charts	10 - 17	Members questioned why "Other School Threat (verbal) went down from a 5 to a 4. Carol Rodriguez explained what a 4 meant as far as suspension versus a 5 which means long term hearing and an expulsion hearing. Also went over what Pima County Sheriff's Department does when called for this kind of threat. Site Council is OK with a level 4.	Reviewed	N	
Violation Charts	10 - 17	We like the defiance towards authority has been raised to a level two.	Reviewed	N	
Violation Charts	10 - 17	We are concerned that the increase in verbiage in the definition of a fight might make it more difficult to give consequences for fights. We are also concerned about the "evidence" required that could be manipulated.	Reviewed	N	
Violation Charts	10 - 17	We are concerned about truancy as a level 1 consequence. This is a safety issue. We think it is more of a safety concern at middle school or lower grade levels versus High school level students. We are also concerned about student's not taking truancy seriously which could effect safety of students during lockdowns or fire drills. We would like students walking out of class to be considered to be more than a level 1 offense. We also think students should face more than a level 1 for leaving school grounds without permission because we are required to contact law enforcement if students are missing off of school grounds.	Reviewed	N	Repeated truancy may be elevated if interventions do not work to correct the behavior
Violation Charts	10 - 17	We also have concerns regarding the level of vandalism in the GSRR.	Reviewed	N	
Violation Charts	10 - 17	Decreased verbiage in the definition of a fight particularly where it says "where a preponderance of evidence notes that both parties 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 in the physical altercation/fight"	Reviewed	N	
Violation Charts	10 - 17	Firearms section: Description is confusing.	Reviewed	N	
Violation Charts	10 - 17	Firearms section: It says "without authorization by a school administrator." Why would someone be authorized to have a firearm or other weapon? We don't agree with that.	Reviewed	N	
Violation Charts	10 - 17	Pg. 17-definition of assault matches threat or intimidation...not aligned, should be differentiated – another reason not to use the definition for assault	Reviewed	<b>Revised definition of Assault</b>	
Violation Charts	10 - 17	PG. 18-Unknown Drug" is confusing, not sure if it is even used. If not, does it need to be included?	Reviewed	N	
Violation Charts	10 - 17	In the Assault section page 17, check for punctuation	Reviewed	<b>Revised</b>	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Violation Charts	10 - 17	Pg. 19-The definitions of Total defiance and Disorderly Conduct need to be clarified. Total defiance needs to be addressed more seriously. It destroys the learning environment, can potentially be dangerous, ties a school in knots, and keeps valuable personnel from doing their jobs. It needs to be a suspendable offense. Disorderly conduct at the elementary level does not allow for out of class time (with the action level being lowered one level).	Reviewed	N	
Violation Charts	10 - 17	Pg. 16-"the AZ Dept. of Ed has identified...." Where? When? This section is legalistic, and the tone is very different from above. Can we bring them closer, if you will, in tone and language?	Reviewed	Revised, removed reference to the ADE	
Violation Charts	10 - 17	Pg. 16-Fighting (mutual combat) The term "mutual combat" is unnecessarily vague. Consider "mutual fighting. Preponderance of evidence...Why this standard? Do readers understand what this means, and is it to apply in the legal sense?	Reviewed	N	
violation Charts	10 - 17	Pg. 16-Assault-Given that this is the legal definition, it may be helpful to provide some natural language about what this means, particularly as compared to "fighting."	Reviewed	Revised definition of Assault	
Violation Charts	10 - 17	Pg. 17- Agg assault "teacher or school employee...."It seems as though enough students are charged with this that it is worth highlighting.	Reviewed	N	
Violation Charts	10 - 17	Pg. 20-criminal damage definition-"administrators may consider ...." And teachers?	Reviewed	N	
Violation Charts	10 - 17	Pg. 21-combine the two technology violations into one	Reviewed	N	One is a Level 2, the other is a Level 3
Violation Charts	10 - 17	Pg. 21- "posting videos of fights..."Not certain this should go here-the students don't use school property to post	Reviewed	N	
Violation Charts	10 - 17	Pg. 21-threat/intimidation "intentionally placing another person..."Same definition is in the assault violation	Reviewed	Revised definition of Assault	
Violation Charts	10 - 17	Pg. 22-These last pages need revising and editing.	Reviewed	N	
Violation Charts	10 - 17	Pg. 23-Firearms -Revised to align with Policy JICI	Reviewed	N	
Violation Charts	10 - 17	Pg. 24-Simulated Firearm-Comments: Section on simulated firearms needs to be clarified. As currently written, something as simple as pointing your finger at somebody and saying "Bang" could be described as a simulated firearm	Reviewed	Added reference to Policy JICI on page 17	
Violation Charts	10 - 17	Pg. 19- The one area I think needs further attention is Attendance. I see no consequences for chronic absences. It used to be that students earned No Credit if they missed too many high school classes. However, with the adoption of Synergy, I understand that is no longer the case. When I look at the GSRR, it seems that any attendance issue is Level 1, but that seems unlikely to solve attendance problems. I'd recommend returning to the NC system, as well as instituting a progressive consequence system in the GSRR that allows administrators to escalate consequences for repeated attendance issues.	Reviewed	N	In extreme circumstances, a site may request an elevated consequence
Violation Charts	10 - 17	Looks like a typing error on page 2 in the Arson section. "But ma" should be "But may?"	Reviewed	Revised	



Section	Page(s)	Comment	Result	Revision	Responses to Questions
Violation Charts	10 - 17	Page 21- Clarify conflict vs. bullying	Reviewed	N	
Violation Charts	10 - 17	Page 22. What is the elementary version of harassment, sexual contact?	Reviewed	N	
Violation Charts	10 - 17	Pg. 20-Vandalism damage "exceeding \$5000" should be lowered to \$500 to have more impact in deterring vandalism	Reviewed	N	
Violation Charts	10 - 17	Pg. 22- Sexual Harassment violations are inconsistent with our mandatory reporting policies.	Reviewed	N	
Violation Charts	10 - 17	Pg. 17-drug vio definition-On school grounds?	Reviewed	N	
Violation Charts	10 - 17	Pg. 23- petty Theft Stealing cash, or property, valued under \$100 – We feel this violation should be Action Level 3 or the value changed to be under \$50.	Reviewed	N	
Violation Charts	10 - 17	Pg. 22-Harassment, Sexual – We feel this violation should be Action Level 4	Reviewed	N	
Violation Charts	10 - 17	Pg. 22-Pornography – We feel this violation should be Action Level 4	Reviewed	N	
Violation Charts	10 - 17	Pg. 34-Dangerous Items: Possessing a knife with a blade length of less than 2.5 inches, air soft gun, b.b.gun, laser pointer, letter opener, mace/pepper spray, paintball gun, pellet gun, razor blade/box cutter, simulated knife, Taser or stun gun, tear gas, firecrackers, smoke and stink bombs, gas, lighter fluid, and 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). – We feel the highlighted items should be moved to the category "Other Weapons" and be Action Level 4.	Reviewed	N	
Violation Charts	10 - 17	Truancy will not be reduced until it is elevated above a level 1. We have pages of interventions for teachers and administrators to keep students in class; but treat intentional student absence as a minor offense.	Reviewed	N	
Violation Charts	10 - 17	Tardiness/truancy should automatically be elevated to the next level after a set number of occurrences. For example, after 10 occurrences it becomes a level 2 offense. After 10 more, it becomes a level 3. These students are negatively impacting the learning of all other students on a daily basis and must be stopped.	Reviewed	N	A site may request an elevated consequence
Violation Charts	10 - 17	Attendance violations should not be level 1. That is not strong enough. Compare to district attendance data. Is this level working to curtail ditching or tardies?	Reviewed	N	A site may request an elevated consequence
Violation Charts	10 - 17	We need more explicit definition of sexual harassment with contact. Does "Slap Butt" qualify?	Reviewed	N	
Violation Charts	10 - 17	Pg. 18-Add vapes to the tobacco violations	Reviewed	Revised, added to page 11	
Violation Charts	10 - 17	Pg. 16-On page 16, everything should be level 3 or higher	Reviewed	N	
Violation Charts	10 - 17	Pg. 17-under endangerment, please give better examples than skateboarding on campus	Reviewed	Revised to include more examples	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Violation Charts	10 - 17	Pg. 19-some of the elements seem more serious than others, for example categorizing not following directions as the same as swearing at a staff member lacks merit; perhaps swearing at a staff member could be categorized under threat and intimidation	Reviewed	N	
Violation Charts	10 - 17	Pg. 20- Under graffiti and tagging- or "other surface" is too ambiguous; does it pertain to property other than TUSD property?	Reviewed	N	
Violation Charts	10 - 17	Pg. 19-add swearing at staff members under threat or intimidation to increase the action level	Reviewed	N	
Violation Charts	10 - 17	Pg. 22-under sexual assault or rape- the age of consent law should be stated	Reviewed	N	
Violation Charts	10 - 17	Pg. 18-under tobacco violation, there should be an exclusion for Native student cultural/religious possession (e.g., medicine pouches). This type of possession should also be addressed in the search and seizure provisions of the GSRR to ensure appropriate cultural handling.	Reviewed	N	
Violation Charts	10 - 17	Pg. 19-under Disruption -- there is no clear definition for "out-of-seat behavior." Without a clear definition, it is too broad and left to the sole discretion of the teacher. There is no clear expectation for the student to understand and adhere to.	Reviewed	N	
Violation Charts	10 - 17	Pg. 19-The words following "Contraband and combustible" are misspelled	Reviewed	Revised	
Violation Charts	10 - 17	Pg. 22-Consider making sexual harassment a level 4 in some cases	Reviewed	N	
Violation Charts	10 - 17	Pg. 23-fenced commercial_____ We think the word building is missing	Reviewed	N	
Violation Charts	10 - 17	Pg. 24- include scissors	Reviewed	N	
Violation Charts	10 - 17	Pg. 17-Defiance and Disrespect towards authority and non-compliance should not be a level 2. It should be a level 3.	Reviewed	N	
Violation Charts	10 - 17	Pg. 19-Lighters in school premises with intent to use should be a level 3	Reviewed	N	
Violation Charts	10 - 17	Pg. 18-alphabetize the chart	Reviewed	N	
Violation Charts	10 - 17	use bigger font	Reviewed	N	
Violation Charts	10 - 17	very important info but too small-font hard to read	Reviewed	N	
Discipline Related Policies and Regs	18 - 19	Pg. 10-Bus consequences should be better defined	Reviewed	N	
Discipline Related Policies	18 - 19	Dress code and cell phone policy needs more explanation/detail.	Reviewed	Add statement that policies are available upon request at any school site, family center, or District office on pages 18-19	
Discipline Related Policies	18 - 19	Weapons (JIC) "weapons are not allowed on campus or property without prior authorization." This needs more with clarity. Prior authorization from whom?	Reviewed	Add "by a school administrator" on page 18	
Discipline Related Policies	18 - 19	Discipline related policies should be placed in the back for reference	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Discipline Related Policies	18 - 19	Great links in the back of the manual to different policies so they are easy to find.	Reviewed	N	
Discipline Related Policies	18 - 19	Pg. 10-attendance policy-Is this code distributed to students in hard copy at the beginning of the year? Or do students and parents only have access online? I think they should only have access online, except for the form that acknowledges that they read and will follow the Code, which should be distributed to parents directly.	Reviewed	N	Yes, and they have access to it online
Discipline Related Policies	18 - 19	Pg. 10-Bus rules-Misleading. Consider removing—parents and students should sign a form that requires that they acknowledge that they know and agree to follow the rules. In that case, it is not that they “should discuss” or “make sure they know.” Rather, they “must”—they are required to adhere to the rules, and they sign a form that acknowledges as much.	Reviewed	N	
Discipline Related Policies	18 - 19	On page 9, there should be a summary of the policies, not just a web link.	Reviewed	N	
Discipline Related Policies	18 - 19	Descriptions under the policies are too brief especially for the cell phone policy; Page 12 eliminate abbreviations	Reviewed	N	
Discipline Related Policies	18 - 19	Pg. 10-the dress code policy needs to include allowance of traditional dress/regalia and honor symbols (e.g., eagle feathers) for important school events (e.g., graduation).	Reviewed	N	
Discipline Related Policies	18 - 19	Pg. 10-“pre authorization for weapon” What does that mean?	Reviewed	N	
Discipline Related Policies	18 - 19	Pg. 10-Ex Ed handbook should be a part of this info too	Reviewed	Revised to include web link	
Discipline Related Policies	18 - 19	Pg. 10-Left justify all policies and regulations	Reviewed	N	
Due Process 504/IEP	19	Pg. 11-“and students suspected of having a disability.....:Not clear. Can anyone not be suspected of having a disability. “may be disciplines in the same manner as any other student...”this is unclear. Manifestation Determination...who must be included in the conference? Who leads of facilitates it?	Reviewed	This will be addressed through training	
Due Process 504/IEP	19	Pg. 11- Mani Paragraph-Do they use data or evidence, or can they just conclude based on their own private measures? “Develop an appropriate behavior plan...”When?	Reviewed	This will be addressed through training	
Due Process 504/IEP	19	Pg. 11-:The district may impose....“Who is the district? As determined by who? Please assign an individual, etc.	Reviewed	Removed “the district” and added “the hearing officer” on page 19	
Due Process 504/IEP	19	Pg. 11-“the district has no obligation to continue to provide....” Not clear	Reviewed	Added “pursuant to the 504 accomodation plan” on page 19 for clarification	
Due Process 504/IEP	19	Pg. 11-Where can readers go to find out more about the difference between 504 and IDEA, etc.?	Reviewed	Added a link to the ExEd Dep’t website on page 19	
Due Process 504/IEP	19	Pg. 11-“circumstances involving the use or possession.....: Not clear	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
Due Process 504/IEP	19	Pg. 11-for those with IEP or 504 needs to be included in the following section under due process. Left justify and remove underline. Provide link to the EE handbook.	Reviewed	N	
Rights and Responsibilities	20	Pg. 26-This section should also be placed in the first pages of the document to provide a general overview, after the letter from the Supt., and to provide a foundation for the rules.	Reviewed	N	
Rights and Responsibilities	20	Pg. 26-perhaps the 4th bullet under parent and guardian responsibilities should be moved up; under the first bullet, "attend school daily according to school district adopted" should be eliminated	Reviewed	N	
Rights and Responsibilities	20	should be moved to after page 3.	Reviewed	N	
Rights and Responsibilities	20	Pg. 26-under Parent Responsibilities -- parents do not attend school every day.	Reviewed	N	
Rights and Responsibilities	20	Pg. 26-Separate student/parents rights and responsibilities into 2 pages.	Reviewed	N	
Annual Notifications	21	Do I have to attend if I don't want to	Reviewed	N	
General		We feel we need more information about :Reassignment to a different class". We would like "Temporary Alternative Setting" added	Reviewed	This will be addressed through training	
General		We feel that sometimes talking with school safety officers can be valuable. We are not requesting that it be an intimidating setting, just another adult who is worried about the safety of a student. There are times we would like to include the proactive resource of school safety at a level 3.	Reviewed	This will be addressed in training to ensure staff are clear that Safety can participate in interventions but not in administering disciplinary consequences	
General		A Board member noted that the placement review committee process [see 15-841] is not in the GSRR.	Reviewed	Revised to include the following note: "the PIC process is not a substitute for the placement review committee process in the ARS 15-841 or Article 14 of the TEA Consensus Agreement" on page 5	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Need to use "guardian" not just parent; Our Site Council feels that the language is written for "highly educated" individuals with education and background or working in a school; Page 4-last paragraph-Students or parent(s) may file a complaint with the site principal, assistant principal or, Student Equity at	Reviewed	Revised to include "guardians" on page 2	
General		Last night, in connection with IUNDB, the board noted that the direction in IUNDB references that students are responsible for not going to inappropriate places on the internet, but that is not cross referenced in GSRR. I know there is a misuse of tech there, and I am not sure if we made a clear connection to the applicable policies like we are now doing with guns.	Reviewed	IUNDB has not yet been approved	
General		Need a system of funded consequences (lunch det, after school) and a structured system	Reviewed	N	
General		Open Enrollment students are automatically on behavior plan (i.e.. 3 strikes out)	Reviewed	N	
General		All school should have adequate admin to deal with behavior issues; all schools have equal admin	Reviewed	N	
General		Removed disorderly conduct-now other aggression	Reviewed	N	
General		Level 3 should be level 4-such as sex harassment	Reviewed	N	
General		Add language around parent behavior/policy for parents to understand	Reviewed	N	
General		Policy for parents R&R with expectations on campuses	Reviewed	N	
General		The Rights and Responsibilities (p. 23) should be placed directly in front of the Code of Conduct Acknowledgement form (p. 5)	Reviewed	N	
General		GSRR should be available in more languages	Reviewed	N	
General		There are not proposed changes that are needed to the draft of the GSRR. However, we might need some clarification. A site council member was present when Dr. Trujillo talked about the GSRR and the use of yellow and red cards. Member stated that Dr. Trujillo stated that once a yellow card is given it does not have to be given again in the quarter and students are automatically the sent with office referrals.	Reviewed	N	
General		Please define incident	Reviewed	N	
General		It should be broken down by age appropriate levels and it truly is not. We also think it is too vague. Not specific.	Reviewed	This will be addressed in training	
General		The exclusionary consequences are confusing and so to help, we would like to see a basic table ("cheat sheet") at the front of the GSRR which then references to more detailed pages to define terms, as well as a glossary in the back. We would like to see more detailed descriptions of offenses towards the back of the GSRR packet after the basic table with violations and consequences at the front of the manual. We need this "cheat sheet" to interpret information and unclear terms.	Reviewed	This will be addressed in training	
General		We are concerned that their is not a clear system for addressing ongoing and escalating level two behaviors.	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		We also have some concerns about out of school suspensions in general, because students fall behind on school work and sometimes view it as free time. We think students would be better off in a DAEP type program where they will be supervised and continue to complete school work	Reviewed	N	
General		We don't like the term, "Mutual Combat." We think that "fighting," should be used instead of the term, "combat."	Reviewed	N	
General		There is a lot of color which looks nice online. If this is printed in B & W for the paper version, it would be a lot of ink used which is costly. We'd recommend less use of color for the printed version.	Reviewed	N	
General		Simplify the GSRR and put it in kid-friendly language	Reviewed	N	
General		GSRR needs to be differentiated by grade level	Reviewed	N	
General		We think we need more counselors and social workers at the elementary level	Reviewed	N	
General		Concerns about exclusionary practices-results in unsafe situations in classrooms when students are escalated	Reviewed	N	
General		When a child is removed from a classroom for extreme behavior, that time should be determined by the level of behavior, not an arbitrary time limit	Reviewed	Added "no more than" the remainder of one class period on page 5	
General		We felt that the new layout of the GSRR looked great. We really liked how the parent signature page was moved to the front of the book. We felt that moving fighting to a level 4 was appropriate. Terri the community representative for Whitmore was concerned about students that are defiant should have a more severe consequence. She felt that a disruptive student affects the learning of others and should be an immediate removal from the classroom. Overall, we felt the changes that were made were appropriate	Reviewed	N	
General		It needs more clarification and guidelines about DAEP and abeyances	Reviewed	N	
General		Concerned about using 910G funds to print the document	Reviewed	N	
General		Family friendly formatted	Reviewed	N	
General		PBIS integration is a good thing	Reviewed	N	
General		What is the status of Positive Intervention Centers?	Reviewed	N	see page 8, they will be in place in most MS, HS, and some K8s
General		Throughout the GSRR there is reference to Assistant Superintendent. I understand the title will change to Regional Superintendent.	Reviewed	N	
General		Good-no additional comments	Reviewed	N	
General		Cover page-are you using TUSD1 or not?	Reviewed	N	Not
General		Cover pg. -bold the word LOVE	Reviewed	N	
General		A Board member noted that the placement review committee process is not in the GSRR	Reviewed	This will be addressed through training	
General		we need to take out the LSC language if it is not already removed	Reviewed	Removed LSC reference, added counselors and RPPFs page 3	



Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Agree with adding mutual combat as there are often situations like this.	Reviewed	N	
General		include other inappropriate actions that require consequences if filmed or posted, like graffiti and vandalism	Reviewed	This will be addressed through training	
General		Agree with verbal school threat up to a level 4	Reviewed	N	
General		I do like how it's more detailed than the previous version. Makes a lot more sense now and I can understand it better.	Reviewed	N	
General		Question about discipline process for students with severe trauma. What is the plan for behavior supports? Student is continually disruptive and needs help.	Reviewed	This will be addressed through training	
General		More training for teachers and administrators related to the GSRR	Reviewed	This will be addressed through training	
General		How do you ensure consistent application of the GSRR through training (recommend that all new administrators participate in a 4 hour training – response levels, school safety perspective, scenarios in a classroom environment)	Reviewed	This will be addressed through training	
General		Dr. Trujillo's letter, second paragraph – determine is spelled wrong; page 18 – Cheating – spelling error on line one. Also, section on Arson – Arson of a Structure – misspelled word work in parenthesis.	Reviewed	Revised	
General		I would like to see suspensions of children whose parents do not return the calls to the school when the child is involved in a disciplinary situation. It is not fair to children whose parents are involved and attentive to be victimized by students whose parents avoid any responsibility for their children's behavior. I would say that if a parent does not respond to the school when they are trying to contact them regarding a disciplinary issue, the child is suspended until the parent responds. If this lasts more than two days, social services is contacted.	Reviewed	N	
General		The other issue my child has at school is an inability to learn due to a disruptive class where the teacher refuses to take action against the children who are disrupting the class. I believe a lack of disciplinary enforcement by teachers should be grounds for discipline for them, including potential termination. If my child is the victim of a crime, any crime, i.e. assault, theft, etc., I would like to be notified immediately. How am I supposed to feel secure that my child is safe at school if I am not notified when he is the victim of another child. This happened recently and it has destroyed my trust in the school's engagement in the safety of my child.	Reviewed	N	The District seeks to immediately contact parents when a crime occurs
General		Please don't ask teachers to enforce dress code unless the administrators back us. Every year this is a problem. Be consistent in enforcing and make it the admin's problem not the teachers!!	Reviewed	This will be addressed through training	
General		The team reviewed the process and agrees the plan is comprehensive and have no suggestions for improvement. It is long so our hope is that parents and students will take the time to read it and understand that TUSD stands behind the document.	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Simplify the information is the GSRR as much as possible and focus on key points that are the most important for the parent and student to know about each topic. The policies and justifications for practices should not be included in the text of the GSRR. All of this information can be indexed on the last page of the GSRR with sites/info on where a parent can access the policies and justifications if they choose to do so. As a parent, when I look at the GSRR I want to clearly be able to ascertain 1) What my and my student's expectations are 2) what the school's responsibilities are 3) what the violations/consequences are if my student gets in trouble and 4) How the school will act on each consequence	Reviewed	<b>Revised, policies moved to the back of the handbook</b>	
General		Zero tolerance (action levels 4 or 5) for any form of sexual harassment. From verbal to rape	Reviewed	N	
General		The dress code is sexist. 90% of the articles of clothing listed that can not be worn, are for girls. The types of clothing are also outdated. As a teacher I understand there is a line but we have better things to be doing than checking if a student is showing her shoulder. Suggestion- Please Update the article of clothing or create some blanket statements that can apply to all genders. For example "no clothing that reveals undergarments or the swimsuit area." Also state why TUSD has this policy in the handbook.	Reviewed	N	The District is in the process of revising the dress code policy

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		<p>Comments: Dress code violations regarding "distracting" clothing need either to be fully supported by administrators, or we need to rewrite that section of the GSSR. High school students at my site routinely wear "yoga pants" or sports pants which are skin-tight, revealing TMI. Many, many students use extremely short shorts. Many, many students wear spaghetti straps or off-shoulder blouses.</p> <p>When the high number of infractions becomes so unwieldy as to be impossible to address, it appears that that rule does not "count." When one rule does not matter, the other rules quickly come into question. When there appear not to be consequences for breaking a small rule, it is easy for students to extrapolate that there are no consequences for breaking any rule. Also, the claim that the district is not dictating "style" can be contested quickly by students who will say that that is exactly what the district is doing. Suggestions: Simplify and abbreviate the dress code description. Word it positively, rather than as a list of what is not allowed. Set it as a goal, not a rule. Example: "Dress as if you take yourself and your education seriously." Instead of penalties / consequences (of which there are none at this point), either have a discussion about what that description would look like, or just chalk the offending attire up to the student's answer: "I don't take myself or my education seriously." As a teacher, I simply cannot address the astounding number of dress code violations I encounter, although I do take my responsibilities seriously and wish to uphold the GSSR in my classroom. Have a student-produced fashion show at the beginning of the school year, showing examples and non-examples of school-appropriate clothing. Include prices, so students cannot claim that it would cost too much. Give PBIS "bucks" for appropriate clothing. Direct students to a clothing bank, if indeed they cannot afford to purchase school-appropriate clothing.</p>	Reviewed	N	The District is in the process of revising the dress code policy
General		<p>Comments: The GSSR is full of highly complex language and acronyms. Suggestions: Provide a glossary of terms Provide a simplified version for elementary schools</p>	Reviewed	N	
General		<p>Comments: Pbis is rewarding the badly behaved kids and leaving out those that are already good students. You need to start making parents take more responsibility for the actions of their children. The behavior problems are getting worse and taking away from the learning of others. Suggestions: Require parents to attend meetings and sign family behavior contracts before disruptive students can return. Make parents come into the classroom when their kid can't behave. Make consequences based on behavior not skin color. It angers me that those of color often get a pass because they might pull the race card. It is often those very people who believe they are owed something causing safety issues</p>	Reviewed	This will be addressed through training	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Comments: Thanks for all the work you are putting into this document and for asking about feedback. The steps taken for aggression and vandalism seem to be going on the right track. I would like to see more done about kids running off campus. Suggestions: I hope students at the elementary level will be held accountable for each level of misconduct. Teachers are told that with elementary level offenses, kids are not held accountable at that criteria. Kids are committing the same destruction and aggression every day. Our administrator has been directed to "bump" the offenders down to the previous level because students are elementary age. The code needs to be clear and effective for everyone.	Reviewed	N	
General		Comments: There needs to be stiffer consequences for inappropriate behavior. And the inappropriate behavior needs to be spelled out so the students and teachers know what is to be expected--not just the positive expectations but the negative behaviors--Suggestions: Cameras in the classrooms--both audio and video. This was the parents as well as the students can see what the student is doing	Reviewed	N	
General		Comments: Worst Ever!! WHAT HAPPENED TO THE STUDENT/PARENT RIGHTS!! What if the Parent doesn't have access to the internet? How are they supposed to access these links to further explain the material in the GSRR? Believe or not NOT everyone has internet - Still. Plus TEACHERS NEED a dress code TOO. RESTORATIVE CIRCLES is Baloney it DOES NOT work. While it is nice to see who the principle is a picture it is unnecessary; trust me if a parent wants to know who the principle is they will find out no picture need - only the letter is needed. Suggestions: What happened to the work the Code of conduct focus group was doing? Look at some of that work and incorporate some of the ideologies. Bring back the focus group with the group of people representing all stake holders. Teachers, parents, community members, and students for fairness! Otherwise this is one-sided Document!!	Reviewed	Revised policy and reg pages to note that policies are available upon request at all school sites, family centers, or the central office. Pages 18-19	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Comments: - What will be the consequence for students who refuse to sign or return the acknowledgement form? - Teachers must be notified of any students with Abeyance contracts and given a copy of the contract. - What will be the consequence for students placed in ISS who refuse to participate in lessons? - Our middle school does not currently have a PIC. Will this be implemented next school year? - Why isn't parent contact such as phone calls, texts or e-mails counted as classroom-level interventions? This will discourage teachers from making regular parent contact, since they will need to reserve more time for parent conferences. - The GSRR needs to spell out what steps can be taken when parent contact is required, but parents are unavailable. Some parents actively avoid school contact to keep their student's discipline from being escalated. - Truancy will not be reduced until it is elevated above a level 1. We have pages of interventions for teachers and administrators to keep students in class, but treat intentional student absence as a minor offense. - Tardiness/truancy should automatically be elevated to the next level after a set number of occurrences. For example, after 10 occurrences it becomes a level 2 offense. After 10 more, it becomes a level 3. These students are negatively impacting the learning of all other students on a daily basis and must be stopped.	Reviewed	These issues will be addressed through training	
General		No suggestions. We appreciated the ease of use and noted it was more user friendly than the previous version. We liked how each offense and action was mapped out.	Reviewed	N	
General		Adding a Safe Zone Disclaimer would be a good addition	Reviewed	N	
General		All print should be in black	Reviewed	N	
General		Pg. 4- Typo- parenthesis after parent	Reviewed	Revised	
General		Pg. 14- will there be training on the new guidelines for applying consequences	Reviewed	This will be addressed through training	
General		Pg. 17- with attendance being included in state letter grades for schools, what more can be done to enforce attendance policies? Why is it only level 1? When can an infraction be elevated?	Reviewed	N	see elevation rules on page 15
General		Suggestions: In-school suspension; community service; alternative location for 3 day OSS	Reviewed	N	
General		Suggestion: a 3 day suspension is a good consequence but it should be tied to community service options. Some students who get to stay home might not see it as a big consequence. There should also be a record kept that after so many suspensions something else can be done.	Reviewed	N	
General		Support the draft- no feedback	Reviewed	N	
General		Font size is too small, especially the Table OF Contents	Reviewed	N	
General		We like that it has more explanation of What the Code is, guiding Principles, etc.	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Have books ready for the beginning of the school year. Supply extra for new students	Reviewed	N	
General		Enumerate "Larger K-8 school size for PPC	Reviewed	N	
General		What does in-school suspension look like at the elementary level?	Reviewed	N	Reassignment to another classroom or office
General		Language is "legal". It may be difficult for parents to understand.	Reviewed	N	
General		We liked Dr. Trujillo's introduction to this document and agreed as a group that it was a nice way to introduce the GSSR.	Reviewed	N	
General		Concern that some offenses that are illegal to the public, are considered Action Level 2 in the GSSR	Reviewed	N	
General		Replace language with simpler, shorter, and clearer language for students and families	Reviewed	N	
General		What will be the consequence for students who refuse to sign or return the acknowledgement form?	Reviewed	N	None
General		Teachers must be notified of any students with Abeyance contracts and given a copy of the contract	Reviewed	N	
General		What will be the consequence for students placed in ISS who refuse to participate in lessons?	Reviewed	N	They won't get credit for the work
General		Our middle school does not currently have a PIC. Will this be implemented next school year?	Reviewed	N	
General		Why isn't parent contact, such as, phone calls, text or e-mails counted as classroom-level interventions? This will discourage teachers from making regular parent contact, since they will need to reserve more time for parent conferences.	Reviewed	N	It is counted as an intervention
General		The GSSR needs to spell out what steps can be taken when parent contact is required, but parents are unavailable. Some parents actively avoid school contact to keep their student's discipline from being escalated.	Reviewed	This will be addressed through training	
General		There should be an elementary version of the Code of Conduct	Reviewed	N	
General		Will ISI require content-certified teachers? If so, does that mean that a content-area teacher will have to take a period of ISI instead of having one teacher in there for the day?	Reviewed	N	ISI uses certified teachers, not necessarily content-specific
General		On page 6, Learning Supports Coordinators are mentioned. This needs to be changed to MTSS Facilitator.	Reviewed	Removed	
General		Administrator concerns over whether this aligns to the TPD matrix	Reviewed	N	
General		Clarify type of suspension for Mutual Combat.	Reviewed	N	
General		Substance Abuse Workshop is mentioned. Where/when will this occur? District-sponsored?	Reviewed	This will be addressed through training	
General		Pg. 12-what does what does 'req'ts. mean?	Reviewed	N	



Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		Pg. 12-Mutual combat-Who completes the mediation-principal or counselor?	Reviewed	This will be addressed through training	
General		Possession or use of drugs/alcohol-who performs the substance abuse workshops?	Reviewed	This will be addressed through training	
General		Pg. 15-assault-if serious injury occurs, we are obligated to report, should this be noted in this section?	Reviewed	This will be addressed through training	
General		Need better release of materials-many parents never received the GSRR and have multiple kids in the district	Reviewed	N	
General		more in-school alternatives to suspension. OSS is not a learning experience or effective consequence for students because kids just see it as days off and they just get behind in school work.	Reviewed	N	
General		Change name to "Student Success Handbook"	Reviewed	Revised	
General		Change "all" at end of PIC paragraph...it's "most" HS MS and some K8s	Reviewed	Revised	
General		Add "only in rare circumstances, level 4 OR 5"	Reviewed	Revised	
General		PG.3-GB names/titles box-this is not accurate	Reviewed	Revised	
General		Pg. 2-delete repeated comma in discrimination statement	Reviewed	Revised	
General		We approve this document. We like the way level 4 violations are addressed in the GSRR for 218-19.	Reviewed	N	
General		OK as is :	Reviewed	N	
General		Add a section that specifically references to cyberbullying and social media. Recommend more explicit references to social media and anti-bullying (cyber bullying) throughout the document	Reviewed	N	
General		We recommend that Multicultural Student Services and the programs/services provided be included in intervention/discipline based model.	Reviewed	N	
General		Add Youth/Peer Court program model in alignment with national models as a supportive school discipline practice in addition to PBIS and Restorative practices.	Reviewed	N	
General		If we are worried about the competency of principals then the director or the assistant superintendent should step in with more requirements. However, there are many principals who are following and implementing the guidelines – the district needs to support these efforts. If we make our principals have to ask for permission to suspend – we are showing doubt in the work they need to accomplish.	Reviewed	N	
General		We like the idea of implementing the art work. I appreciate the voice of the book. It is helpful, informative and is directed to our families and students. Letter from the Superintendent is a positive addition.	Reviewed	N	
General		We have stated the need for the principal to have the final say of what the discipline students will receive at their school. The principal needs to be consistent and training for our administrators will produce this consistency. The idea that the principal needs to go to a team to make final discipline actions does not show that we support the role of the principal. Please see above and it is actually page 14 that has these requirements.	Reviewed	N	

Section	Page(s)	Comment	Result	Revision	Responses to Questions
General		if I'm signing something, I want to see what I'm signing; signing page should be at the end of book; make bold on page 5, "I acknowledge that I have....." make page 5 page 24	Reviewed	N	
General		Format beginning on page 18, titles like RPPF; who is the RPPF? Will every school have this person?	Reviewed	N	No
General		basic information pages look easier to read	Reviewed	N	
General		Is the booklet going to be only online?	Reviewed	N	Yes
General		What about a student's right to make-up work after being suspended?	Reviewed	N	
General		Pg. 3-change kid to child	Reviewed	N	
General		Pg. 7-change kids to students	Reviewed	Revised	
General		the draft was explicit; new to members; the draft was informational; 90% was well written; looks good; no concerns or major adjustments	Reviewed	N	
General		Pgs. 6 and 7-good addition, well thought out	Reviewed	N	
General		Pg. 11-User friendly, big change	Reviewed	N	
General		Some items should be a higher action level	Reviewed	N	
General		Repeated reckless behavior should be a higher level	Reviewed	N	
General		PBIS needs to be revised.	Reviewed	N	
General		To close all school access and leave only two entrance and with metal detectors	Reviewed	N	
General		More attention from teachers in the bullying problems	Reviewed	N	
General		Would like to see police at middle and elementary schools	Reviewed	N	
General		In Spanish please	Reviewed	N	
General		some pages need larger print-pages 15-23	Reviewed	N	
General		the font need to be bigger to attract attention	Reviewed	N	
General		at the end of the booklet the font should be bigger. The important points should be bigger font	Reviewed	N	
General		use of same font	Reviewed	N	
General		Table of contents should be bigger	Reviewed	Revised	
General		Is any part of this about parents and consequences for them?	Reviewed	N	
General		at the family center we don't deal with students, we deal with parents and we need to have a booklet with responsibility/discipline	Reviewed	N	

[illegible]

# GSRR/Code of Conduct Update

Michael Konrad, Director of Middle Schools

# Previous Feedback

- Replace the contradictory verbiage with simpler and clearer language to make it shorter and clearer for students and families
- Clarify language regarding mutual combat ensuring it is set at a level 4 with an automatic approval of the waiver for long term suspension, allowing for a minimal short term suspension to ensure campus safety.
- Clarify the TUSD position on Firearm violations

# Previous Feedback

- State a clear commitment to policy and resource adjustments that support inclusive learning environments through the use of restorative timeouts. This commitment will serve to protect the rights of students and teachers to a learning environment free from disruption.
- Include that throughout the district, classroom teachers are expected to employ no more than 3 classroom level interventions before student behavior is expected to be addressed by administration.



# Previous Feedback

- Cite TUSD's other disciplinary policies and ensure the GSRR is fully consistent with those policies.
- Eliminate inconsistencies between the USP, the GSRR, and other TUSD policies on discipline.
- Include mandatory offering of abeyance options

# Timeline

- October 5<sup>th</sup>: Began review and re-write using feedback from 2016-17
- December 12<sup>th</sup>: Governing Board Presentation on “Comparison of Arizona School District Discipline Policies”
- January-February: Continue re-write using feedback from GB and examples of disciplinary codes from other school districts.
- March 9<sup>th</sup>: Send out request for student artwork competition for cover of GSRR to site principals

# Timeline

- March 20<sup>th</sup>: Draft of GSRR ready for Review by Dr. Trujillo
- March 20<sup>th</sup>: Draft of GSRR provided to SCPC and all Site Councils for feedback. Feedback forms requested to be returned by May 9<sup>th</sup>.
- April 3<sup>rd</sup>: GB Presentation on updated document
- April 4<sup>th</sup>: Review for SCPC, submitted draft for translation

# Timeline

- April 9<sup>th</sup>: Provide draft to SMP and DOJ for response by May 9<sup>th</sup>
- April 16<sup>th</sup>: African American Student Services Quarterly Parent Meeting with review and feedback and online link to approximately 1,200 parents
- April 24<sup>th</sup> and May 9<sup>th</sup>: committee review of feedback
- May 8<sup>th</sup>: Mexican American Student Services parent feedback meeting
- May 8<sup>th</sup>: Native American Education Advisory Committee feedback

# Timeline

- May 9<sup>th</sup>: all feedback from Site Councils, SCPC, and SMP by this date
- May 14<sup>th</sup>: external feedback from Pima County Juvenile Court and equity specialists
- May 16<sup>th</sup>: Committee review of additional feedback and update of document
- May 18<sup>th</sup>: Exceptional Education parent feedback
- May 21<sup>st</sup>: Additional feedback received from SMP

# Timeline

- May 23<sup>rd</sup>: Committee review of additional SMP and community feedback.
- June 5<sup>th</sup>: Town Hall Meeting for review and additional feedback
- June 6<sup>th</sup>: Committee review of additional feedback. Send document to be translated to Spanish.
- June 26<sup>th</sup>: Ask for GB approval (moved from June 12<sup>th</sup>)
- June 27<sup>th</sup>: Create requisition for printing



# Major Differences

## 2017-18 GSRR

- Drug/alcohol possession/use has minimum 11-day suspension
- Fights are coded as both Fighting and Assault leading to difficulty in data review

## 2018-19 Code of Conduct

- 1-day suspension (with drug counseling) for first offense.
- Coded as Fighting with 1-day suspension (with restorative mediation) for first offense
- Discipline Director reviews suspensions as they occur
- Entire section highlights exclusionary discipline and alternatives

- Review of suspensions after the fact
- Limited information on exclusionary discipline and alternatives

# Major Differences Cont.

## 2017-18 GSRR

- Elevations occur regardless of frequency
- Discipline is the sole purview of administrators
- Lengthy document with legalistic language that has lead to community concerns with readability

## 2018-19 Code of Conduct

- Elevations limited to behaviors repeated 3 times in a semester
- Level one offenses may be handled by classroom teachers
- Easier to read: less words, more graphics, 10 pages slimmer and formatted to put key concepts in terms that will be easier for students and parents to understand.

# Documents for Current Review

- Draft Code of Conduct updated June 4<sup>th</sup>
- Matrix of feedback results updated May 10<sup>th</sup>

**SPECIAL MASTER, IMPLEMENTATION COMMITTEE, AND  
PLAINTIFF COMMENTS ON THE FOURTH DRAFT OF THE  
CODE OF CONDUCT SUBMITTED ON MAY 23, 2018  
(INCLUDING DISTRICT RESPONSES AND REVISIONS)**

June 4, 2018

DEPARTMENT OF JUSTICE [TUESDAY, MAY 29]

1. As we discussed over the phone last week, the DOJ appreciates the District's receptivity to adding a sentence to the draft "Mutual Combat (Fighting)" offense about any conduct not meeting the definition of that offense being treated as the level three offense of "Other Aggression."
2. [Page 10] The DOJ supports the District's effort to make this draft discipline code clearer and more consistent than the current GSRR. This includes the District's decision to clarify the specific and narrow factual scenarios in which the discipline offenses of "Other Aggression," "Mutual Combat (Fighting)," and "Assault" are to be applied.

**Response to 2: Draft 5 includes a revised sub-section titled "Physical Conflict" under "Aggression" the section, designed to "clarify the specific and narrow factual scenarios" in which these three offenses are to be applied. The District forwarded this change to the DOJ on Thursday, May 31 and received positive feedback. See DOJ comment #5, below.**

3. The DOJ also supports the District's proposed waiver of long-term disciplinary consequences for first-time Drug/Alcohol Use or Possession offenses.
4. The DOJ therefore would not object to the District's adoption of this draft discipline code.

DEPARTMENT OF JUSTICE [MONDAY, JUNE 4]

5. [Page 10] Thank you for sharing the revised violation chart. We think the graphical representation of the progression in seriousness of aggression offenses is helpful and appreciate the clarification that routine fights should be treated as the level 3 offense of "Other Aggression." We are concerned, however, that calling the level 4\* offense "fighting" rather than "serious fight," or something else that makes clear that only fights that threaten safety qualify as a level 4\*, will lead to confusion and the use of exclusionary discipline in inappropriate cases. Specifically, we are concerned that administrators will treat any conduct that looks like a fight as a 4\* offense, even if it does not meet the definition. Therefore, we suggest replacing "fighting" with "serious fight" or some other term that makes clear that not all conduct that is commonly called a fight may be treated as a level 4\*.

**Response: the District will present this comment to the Governing Board and, if supported, will change the title as suggested by the DOJ.**

[Page 10] Also, the sentence under 4\* in the chart is confusing. We suggest changing “administrators will be granted” to “administrators will grant an automatic waiver” because it is the students, not the administrators, who are being granted the waiver.

**Response: the District has made this revision in Draft 5.**

MENDOZA PLAINTIFFS [TUESDAY, MAY 29]

6. Mendoza Plaintiffs greatly appreciate the District’s efforts to address their (and others’) concerns as reflected in the revisions to Draft Code 4. As detailed below, while Mendoza Plaintiffs believe that the use of elevations of disciplinary consequences will require careful monitoring, they view Draft Code 4 as USP-compliant and an improvement to the current GSRR. They therefore support Draft Code 4 and recommend that the TUSD’s Governing Board approve Draft Code 4 and begin implementation for the 2018-19 school year.
7. In an excess of caution, [Mendoza Plaintiffs] reiterate a previously expressed concern that as part of such implementation the District also ensure meaningful training on the provisions of the GSRR for all teachers and other personnel who have disciplinary responsibilities.
8. As an initial matter with respect to the provisions of Draft Code 4, the District’s adoption of the DOJ’s proposed language to clarify that instances of “mutual combat” (supporting the imposition of exclusionary discipline) exist only “where the circumstances present a threat to safety...” addresses Mendoza Plaintiffs’ previously stated concerns that incidents for which the USP does not allow for exclusionary discipline could be classified as “mutual combat”. Further, the District’s related revisions concerning waivers of “the mandatory minimum, eleven-day long term suspension normally used” for level 4 infractions also provided them with clarification to better understand how the District will approach “mutual combat.”
9. Mendoza Plaintiffs continue to have some concern that potential elevation of disciplinary consequences for misbehavior occurring three times within a semester (as opposed to three occurrences within a nine-week period, as contemplated in the first draft of the code) “moves [the District] away from what it describes as a ‘rare’ option that would be employed where interventions have failed to address significant repeat infractions, to elevation of consequences of a seemingly more punitive nature.” They do however appreciate that the District has eliminated “double elevations” from Draft Code 4 and recognize that the District has in the past used elevation of disciplinary consequences sparingly. With their understanding that the District intends to continue so using elevation of consequences and that it will monitor the circumstances and frequency when elevations occur, Mendoza Plaintiffs state that they have no objection to Draft Code 4’s elevation of consequences provisions but again emphasize that they believe this is an area in which careful monitoring by the Discipline Review Team will be required.
10. For the reasons and with the understandings stated above, the Mendoza Plaintiffs recommend that the TUSD Governing Board approve Draft Code 4 as the District’s new code of conduct for the 2018-19 school year

FISHER PLAINTIFFS [THURSDAY, MAY 31]

**NOTE: FISHER PLAINTIFFS SUBMITTED REQUESTS FOR INFORMATION (4) AND COMMENTS. THE COMMENTS ARE INCLUDED BELOW. THE REQUESTS FOR INFORMATION, AND THE DISTRICT'S RESPONSES TO THOSE REQUESTS, ARE ATTACHED AS A SEPARATE RFI DOCUMENT, BELOW.**

11. For the reasons stated [below] and the lack of information requested in the Fishers' response, Fisher Plaintiff cannot recommend that TUSD Governing Board approve Draft Code 4 as the District's new Code of Conduct of the 2018-19 school year.
12. [Pages 2 and 19] On page 2 of the Handbook, it states that, "TUSD must follow specific procedures for students considered disabled under federal law, including whether misbehavior is a [manifestation] of the students disability." However on page 19, it states that "a [manifestation] determination conference must be held prior to the 11th day of suspensions." There are several things wrong with this policy.

First, it violates the Individuals with Disabilities Education Act (IDEA).

Second, if a student is out for 11 days, that is a long term suspension and a hearing should have been held. However, a long term suspension hearing of a student with disabilities cannot be held prior to the [manifestation] hearing to determine if the act is related to the student's disability.

Third, once the manifestation hearing is held if it is determined that the violation is caused by his disability, the student's due process rights have been violated.

[Fourth], by creating this policy, the District is willfully ignoring due process.

**Response: In response to the Fisher comment, the District has modified the language on page 19 in Draft 5 as follows:**

"A manifestation determination conference must be held ~~prior to the 11<sup>th</sup> day~~ by the 10th day of suspension"

**The District did not mean to convey that students would receive 11-day suspensions without a manifestation hearing. The language quoted from page 19 has been in every version of the GSRR since the adoption of the USP in 2013 (and prior) and has never been objected to or caused any confusion as to our obligations under IDEA.**

13. [Pages 13 and 16] The Fishers repeat their objection to the expanded authority under violations of arson, burglary and breaking and entering. The District's response is that "They have authority over acts committed by students on the way to school, from school and those that impact have a harmful effect on students or the educational process". This is a policy destined to lead to inconsistent and unfair application of discipline. Principals are being given



the authority to go into neighborhoods to investigate alleged crimes that would better be handled by law enforcement.

**Response: The District has not expanded principal authority for any of these violations. The violation definitions, and principal's authority over them, is the same as it has been since the 2013-14 adoption of the GSRR:**

Additionally, the principal is authorized to begin disciplinary action when a student's misconduct away from school has a detrimental effect on the other students, or on the orderly educational process, because the violation is directly connected to prior violations at school, or threatens to produce further violations at school.

**Since 2013, this language has never been objected to and has not led to the “inconsistent and unfair application of discipline.”**

14. [Page 5] The Positive Intervention Centers and In School Intervention Centers give the District two avenues for removing a student from class who has not been suspended.

**Response: In-School Intervention (ISI) and Positive Intervention Centers (PICs) are interventions, not discipline, so they do occur absent a suspension. ISI is a positive alternative to suspension, meaning students are placed in ISI in lieu of being suspended.**

**PICs provide structure to the existing policy of a “30 minute timeout.” The District has trained, and will continue to train, staff members operating PICs to de-escalate situations and help students reflect on behavior. We believe this approach is more restorative and student-centered than merely sending a student to a timeout for up to 30 minutes. And, PIC data is collected and closely monitored to ensure it is not over-abused by particular teachers (this feature does not exist with the current, unstructured “30 minute timeout” policy).**

SPECIAL MASTER / IMPLEMENTATION COMMITTEE MEMBER KELLY LANGFORD

[TBD]

We are still waiting on Dr. Hawley and Kelly Langford to submit their comments on Draft #4.

**SPECIAL MASTER AND PLAINTIFF COMMENTS ON THE THIRD DRAFT OF THE  
STUDENT SUCCESS HANDBOOK SUBMITTED ON MAY 16, 2018**

May 22, 2018

SPECIAL MASTER [SUNDAY, MAY 20]

1. **Calling this the Student Success Handbook may imply that the Student Success Department's are responsible for implementation Why change from Code of Conduct. People know what this means. I will have my comments to you tomorrow. Basically I agree with DOJ and the Mendoza's and am interested in some of the comments you would make in response to questions by the Fishers.**

DEPARTMENT OF JUSTICE [MONDAY, MAY 21]

2. **[Page 10] The proposed offense "Mutual Combat (Fighting)" does not comply with the USP because it provides for exclusionary discipline for first offenses that do not threaten safety.**

The draft defines Mutual Combat (Fighting) as

a physical altercation in which both parties are willing participants, where a preponderance of the evidence notes that both parties 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 in the physical altercation/fight.

The Action Level for Mutual Combat (Fighting) is "4\*," which dictates that students who commit a first offense receive at least one day of exclusionary discipline (specifically, a three-day suspension with two days waived if the student participates in mediation).

This definition is broad enough to include non-serious physical altercations that the District properly recognizes are not immediately eligible for exclusionary discipline under the USP. In our review of the District's discipline incidents, we commonly see situations in which a verbal disagreement between students escalates into a low-level physical altercation but no one is hurt and the fight is quickly and safely broken up before it further escalates. Under the current GSRR, and consistent with the USP, these incidents are treated as the level 3 violation of "fighting;" thus, in the case of a first offense, these incidents are not eligible for exclusionary discipline. However, this common fact pattern fits the proposed definition of "Mutual Combat (Fighting)" and therefore would automatically lead to exclusionary discipline for a first offense, even in the absence of a safety threat.

We do not object to the District creating a new offense to capture threats to safety posed by fights that do not rise to the level of an “Assault.” One way to do this would be to create a new offense called “serious fight,” or something similar, and define it as “a physical altercation in which both parties are willing participants and the circumstances present a threat to safety because of the number of participants or the intensity and violence of the conduct.” This definition could be broadened to include other specific threats to safety that the District is concerned about. This offense would be a level 4\* with the same consequences that are proposed for “Mutual Combat (Fighting)” in the current draft. To make clear the difference between this offense and “Assault,” Assault could be limited to non-mutual conduct in which one or more students acts against another student with the intent to cause physical injury. The current level 3 offense of “Fighting” could be retained to address the kind of low-level, non-serious incident described in the previous paragraph, or such incidents could be added to the existing definition of “Other Aggression,” also a level 3 offense.

**3. [Page 10] We are concerned by the addition of the examples “running down a hallway” and “riding a bike on campus” to the description of the offense of “Endangerment.”**

We do not see how these activities fit the definition of Endangerment (“recklessly putting self or another person at substantial risk of imminent death or serious physical injury”) and therefore believe they should be deleted. If these examples are to be maintained, it must be made clear that running down a hallway or riding a bike only constitutes endangerment in the very exceptional case in which it poses a threat of serious physical injury.

**4. [Page 2] We suggest deleting the word “shall” from the statement on page 2 that “None of these principles shall prevent school personnel from protecting campus safety as appropriate.”**

One of the principles referenced in the draft code is “Ensuring that consequences are non-discriminatory, fair and age-appropriate.” The word “shall” is unnecessary because ensuring that consequences are non-discriminatory never interferes with safety, and inclusion of the word “shall” improperly suggests there is some trade-off between non-discrimination and safety. Similarly, none of the other principles (e.g., creating safe, supportive learning environments or applying the rules consistently) are in tension with protecting safety.

MENDOZA PLAINTIFFS [MONDAY, MAY 21]

On May 16, 2018, the District provided the Plaintiffs and Special Master with Draft 3 of its proposed code of conduct for the 2018-19 school year (“Draft Code 3”). Draft Code 3 follows the District’s first draft of its code of conduct for 2018-19, and Mendoza Plaintiffs’ May 7, 2018 comments to it. As detailed below, while Draft Code 3 revisions have addressed some of the issues Mendoza Plaintiffs’ identified, they continue to have significant concerns, including with respect to “Mutual Combat.”

### **5. [Pages 8 and 10] Physical Altercations/“Mutual Combat” Disciplinary Infraction**

In Draft Code 3, the District revised language relating to the progressive discipline applicable to “Mutual Combat” (and “Possession or Use of Drugs or Alcohol”). Specifically, for a second offense, the District modified language requiring a “six to nine day suspension with three days waived if student participates in mediation” to language stating that a second offense will result in an “eleven day suspension with eight days held in abeyance if a student participates in mediation.” (Draft Code 3 at 8.) While Mendoza Plaintiffs believe the shorter term of suspension (and longer term of abeyance) under the revised language of Draft Code 3 is preferable as it would, for students choosing to participate in mediation, result in less exclusionary discipline, it does not address the larger issues raised by the District’s approach.

As was true with the approach reflected in the District’s first draft of the code of conduct, under Draft Code 3’s “Mutual Combat” provisions, it appears that all mutual participation in aggressive acts between two students (regardless of whether the behavior is ongoing or escalating or whether a threat to students’ safety exists) would be treated as “mutual combat,” and be categorized as a level 4 offense requiring a mandatory suspension. (Draft Code 3 at 8.) Thus, as Mendoza Plaintiffs stated in their comments on the first draft of the code, the approach would result in a “great expansion of exclusionary discipline with respect to misbehavior that does not now warrant such discipline and effectively return the District to the [zero-tolerance] approach that was so problematic in the 2016 GSRR FAQ. Further, by making all ‘mutual combat’ a level 4 infraction requiring at least some suspension days, the Draft Code conflicts with USP Section VI, B, 2, a, requiring that exclusionary discipline be limited to ‘ongoing and escalating’ misbehavior imposed after appropriate interventions have been attempted and documented (unless there exists an ongoing threat to student safety).” Thus, Mendoza Plaintiffs object to the District’s approach to “Mutual Combat” (and “Possession or Use of Drugs or Alcohol”) as noncompliant with USP Section VI, B, 2, a.

Further, Mendoza Plaintiffs continue to think that the definition of “mutual fighting” is likely to prove unworkable were Draft Code 3 to be adopted as it is fact intensive and does not seem to contemplate the often quick-escalating nature of fights, among other things. Moreover, they believe that what is likely to be a difficult-to-implement definition could potentially result in improper coding of physical altercations as “mutual fighting” as was the case with respect to “Aggression-Assault” following distribution of the October 20, 2016 Principals’ Letter (as described in greater detail in Mendoza Plaintiffs’ Comments on TUSD’s Draft 1 of the revised 2018-19 Code of Conduct). The Mendoza Plaintiffs therefore urge the District to rethink its

approach as its current approach conflicts with the USP, is unlikely to be workable, and may result in the improper coding of discipline that unnecessarily subjects students to exclusionary discipline.

#### **6. [Pages 8 and 10] Mutual Combat: Waiver of Suspension Days for Second Offense**

Without waiving their objections above, Mendoza Plaintiffs note inconsistencies in what the District states will be required for a waiver of suspension days with respect to a student's second instance of participating in "mutual combat." Page 8 states that a second instance of "mutual combat" will result in an "eleven day suspension with eight days held in abeyance if the student participates in mediation." Page 9, however, makes reference to "an automatic waiver of long-term consequences for the first and second offense." Page 10, on the other hand, makes reference to "administrators [being] granted an automatic waiver of the mandatory long term suspension" for a second offense, suggesting the possibility that an administrator must first request and obtain approval for a waiver before a long-term suspension will be shortened.

Again, Mendoza Plaintiffs urge the District to revise the approach to "mutual combat" in Draft Code 3 to comply with USP Section VI, B, 2, a (as detailed in the section above). However, to the extent it does so by, for example, revising it to apply only to "ongoing and escalating" instances of "mutual combat", it should also ensure that the above quoted language is made consistent.

#### **7. [Page 9] Elevation of Disciplinary Consequences**

The Mendoza Plaintiffs appreciate the District's explanation for seeking elevation of disciplinary consequences (by up to two levels under Draft Code 3) that it provides for "progressive discipline" where, for example, a "student [] commit[s] a violation 5, 10, or 15 times" without responding to interventions, and its explanation of how use of such elevations will be monitored. (Response to RFIs# 2020-2021.) However, related revisions reflected in Draft Code 3 appear to conflict with the apparent issues the District attempts to address.

The first draft of the District's draft code allowed for up to two elevations based on (three or six) repeat infractions within a nine-week period. Draft Code 3, on the other hand, allows for elevations based on the same number of repeat infractions within a semester (Draft Code 3 at 9; Response to RFI # 2020), or approximately twice as long as the period referenced in the first draft Code. Mendoza Plaintiffs believe that by expanding the time within which repeat infractions would make a student's disciplinary consequences eligible for elevation, the District moves away from what it describes as a "rare" option that would be employed where interventions have failed to address significant repeat infractions, to elevation of consequences of a seemingly more punitive nature. For example, Mendoza Plaintiffs do not understand the fact that a student has repeated an infraction three times within a semester – by way of example, three instances of an infraction about one month and a half apart- to be inconsistent with interventions working with a student. They further believe that the extraordinary step of elevating disciplinary consequences by one or two levels so as to make exclusionary discipline available should be

limited to instances where it is plain that interventions are not working. Mendoza Plaintiffs therefore think that the possibility of exclusionary discipline being unnecessarily administered under these revised provisions far outweigh the possibility that they would be employed where they actually may be necessary following ineffective interventions.

Accordingly, Mendoza Plaintiffs urge the District, to the extent it truly believes elevation of disciplinary consequences by one to two levels is necessary, to revert to the “nine-week period” language reflected in the first draft of the code. They also highlight that, if the District pursues the use of consequence elevation provisions, it will be particularly important that the Discipline Review Team who will approve elevations carefully monitor such elevations for disproportionate use on students of different racial/ethnic groups within and across schools.



FISHER PLAINTIFFS [MONDAY, MAY 21]

**NOTE: FISHER PLAINTIFFS SUBMITTED REQUESTS FOR INFORMATION AND COMMENTS. THE COMMENTS ARE INCLUDED BELOW. THE REQUESTS FOR INFORMATION, AND THE DISTRICT'S RESPONSES TO THOSE REQUESTS, ARE ATTACHED AS A SEPARATE RFI DOCUMENT, BELOW.**

8. **[Page 6]** It says that, "The principal gives the notice of suspension to the student and sends a copy to the parent on the 1st day of suspension". It does not say that the principal must contact the parent by phone on the first day.
9. **[Page 6]** It says that "The Assistant Sup't or designee must review the decision within 3 school days". If the suspension is for three days, the decision could come after the student has already served the suspension.
10. **[Page 7]** The first section about Student Rights is not reader friendly. The bullets are not clearly stated for all parents to understand. The second two sections are in sentences rather than bullets and they are clearer.
11. **[Page 9]** Number 9 says that "Attempted violations may require Actions". This is too general. It allows administrators too much discretion. There needs to be some kind of definition of "attempted violations".
12. **[Page 10]** The definition of "Other Aggression" does not clearly delineate what constitutes "other aggression."
13. **[Page 11]** The description of drug violation includes "cultivation" and "manufacture". These are not acts that probably will be done on campus, on the bus, at school events or too and from school, so what authority does the District have over them?
14. **[Page 12]** Swearing at a staff member is listed under Defiance, which is a level 2 offense. This type of violation should be at a higher level.
15. **[Page 13]** The description of "Arson" talks about "A building or place with sides and a floor used for lodging, business, transportation, recreation or storage". Again, these do not appear to be structures over which the school has authority unless the act is committed while on a school sponsored event.

16. **[Page 16]** Under Burglary or Breaking and entering, the guidelines refer to a “residential structure”. Our question here is the same as the previous statement. These do not appear to be structures over which the school has authority unless the act is committed while on a school sponsored event.
17. **[Page 16]** The guidelines talk about “residential structure or yard or in a fenced commercial”. Again, these do not appear to be beyond the the authority of the District unless the act is committed while on a school sponsored event.
18. **[Page 19]** Manifestation hearings should be held before a student is suspended or at least by the next day. Parents can participate by phone and/or Skype.
19. **[All]** Finally, the entire document needs to be edited to correct grammar and usage errors.

**TUSD RFI (s): 2052 2062**  
**Estimated TUSD Staff Time: 2 hours**  
**Attachment(s):**

-----Information above this line is to be completed by District Staff -----

## TUSD Request for Information Form

### RFI Instructions

1. TUSD will assign each request its TUSD RFI number.
2. Provide the topic of the request (e.g., Corrective Action Plans)
3. Present the RFI in the form of one or more specific questions.
4. Optional For every question/request on the form, indicate the reason(s) why the information being requested is needed.
5. Indicate the relevant section of the USP, court order, district report or other document (i.e., reference) that relates to RFI. Page numbers may be more appropriate in some instances).
6. Use a separate form for each specific topic about which information is being requested unless the answers to the questions posed are interdependent or relate to the same section of the document you are referencing (e.g., the USP).
7. Copy the TUSD email group "Deseg."

## Request for Information

<b>Submitted by:</b>	Fisher Plaintiffs
<b>Submission Date:</b>	05/21/2018
<b>Subject:</b>	Draft #3 Student Success Handbook (formerly GSRR)
<b>USP or Reference</b>	

**RFI #2052 [Page 4]** The last paragraph talks about "fair due process". We don't understand the difference between "fair due process" and "due process".

Response: The word "fair" is used here to describe that the process will be fair.

**RFI #2053 [Page 4]** The last paragraph says "School Safety personnel will not participate in discipline decisions occurring after an incident". Our question is what kind of discipline can school safety personnel administer?

Response: None. Under the proposed plan, school safety cannot "administer" discipline. The USP prohibits School Safety from being involved in low-level student discipline (the Draft Handbook defines low-level discipline as levels 1-3). The Draft Handbook prohibits School Safety from participating in discipline decisions after an incident occurs, but does not prohibit

School Safety involvement in discipline at levels 4 and 5, or to protect student, staff, or visitor safety.

**RFI #2054** [Page 5] Positive Intervention Centers (PICs) – It reads as if teachers have the authority to send students to PIC when they decided it is necessary. If all teachers can send students, how is the number of students in PIC controlled so that it does not become a “where house”, rather than a supportive environment?

Response: Teachers can send students to the PIC as needed, however, various protocols are in place to ensure it is done in a controlled manner. These details are a part of the site training for PIC use rather than explained in detail in this document. However, for clarity they are

- Teachers may send no more than three students out in a period.
- Teachers may not send students in the first 15 minutes of class or at the end of class.
- Teachers may not send students until after they have attempted interventions.
- Teachers may not send the same student more than three times before sending them to an administrator for review.

Additionally, when students arrive in the PIC, the person in that room documents their name and where they were sent from. This information is reviewed weekly at the school discipline meeting to ensure appropriate use of PIC and to determine if the student needs additional interventions provided.

**RFI #2055** [Page 5] What is the difference between ISI and ISS? In both situations, the students are out of class in an environment where they can do assignments?

Response: Yes, in both cases the students are out of their assigned class in an environment where they can do assignments. ISI is available at most middle schools, high schools, and large –8 schools. In ISI, students continue receiving instruction from content-certified teachers and interventions related to the behavior. In ISS, students continue to receive their core curriculum and may be supervised by a highly qualified teacher and may receive interventions related to the behavior. Students assigned to ISS may also be sent to the office to work with an administrator or sent to another classroom instead of being sent to a specialized classroom.

**RFI #2056** [Page 6] This section is titled “Basic Due Process”. Are there different levels of due process? Isn’t due process standard?

Response: Yes, there are different levels of due process and due process is standard. Basic due process occurs during an investigation into any disciplinary situation where a student could face suspension or expulsion. Formal due process occurs after an investigation once a determination has been made to impose a long-term suspension or expulsion and a long-term or expulsion hearing is scheduled.

**RFI #2057** [Page 7] Under student rights it says that the student has “Reasonable access to non-privileged evidence”. Doesn’t due process require that students have access to all evidence to be used against them? Names should be redacted, but the accused students should be able to see all evidence against them.

Response: Yes, students have rights to all evidence to be used against them, except for “non-privileged evidence” which includes information that has been redacted to protect student identifiable information.

**RFI #2058** [Page 7] Under Level 4, it says that a second mutual combat offense will result in “eleven day suspension with eight days held in abeyance if student participates in mediation”. Since this is more than 10 days, isn’t a long term hearing required?

Response: No, long-term hearings are not used in cases where all parties agree to an abeyance contract. If they do not agree to the abeyance, the long-term hearing will be held.

**RFI #2059** [Page 8] What kind of training or directions will hearing officers receive regarding suspension over 30 days, so that students are not automatically suspended for the maximum number of days?

Response: Hearing officers are trained at the start of every year on any changes to the GSRR and long-term suspension processes.

**RFI #2060** [Page 9] It says that “Principals and assistant principals must communicate with the Discipline Review Team immediately to jointly review suspension”. Does this mean that suspensions are on hold until the Discipline Review Team has been contacted?

Response: The Team must be contacted immediately before an administrator makes a decision to formally suspend. However, an administrator may send a student home for safety reasons or to cool off prior to contacting the Discipline Review Team.

**RFI #2061** [Page 11] The description of drug violation includes “cultivation” and “manufacture”. These are not acts that probably will be done on campus, on the bus, at school events or too and from school, so what authority does the District have over them?

Response: Under the Draft Handbook, the District has authority over actions that occur off-campus that result “in a harmful effect on students or the educational process.”

**RFI #2062** [Page 12] Why are “substances represented as illicit drugs” treated the same as illicit drugs?

Response: The risks inherent in drug use, drug sharing, and drug dealing remain prevalent regardless of whether a substance is determined later to be an actual illicit drug or represented as an actual illicit drug. Also, while it is at the same level, that does not mean the length of the suspensions are always the same. Hearing officers may use fewer days or be more liberal with the use of an abeyance contract for substances represented as illicit drugs depending on the facts of the case.



DRAFT

DRAFT 5, 2018-19 CODE OF CONDUCT [June 4, 2018]

1



SPECIAL THANKS TO THE TUSD STUDENTS WHO SUBMITTED ARTWORK FOR THE CODE

*Copies of this booklet are available in Spanish on the reverse side of this booklet and can be obtained online at [www.tusd1.org](http://www.tusd1.org). (follow the link to "Student Rights"). Las copias en Español de este folleto están disponible al dorso de este folleto y se pueden obtener en línea en [www.tusd1.org](http://www.tusd1.org).*

DRAFT 5, 2018-19 CODE OF CONDUCT [June 4, 2018]

i

[safety, discrimination, table of contents, back of the cover page]

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CONFIDENTIALITY GUARANTEED

TELL A SCHOOL OFFICIAL OR CALL THE

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- MESSAGES CHECKED HOURLY DURING SCHOOL -

- MESSAGES CHECKED DAILY ON NON-SCHOOL DAYS -

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.

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[acknowledgement form: tear out, TUSD logo on back ]

## CODE OF CONDUCT

### 2018-19 SCHOOL YEAR ACKNOWLEDGEMENT FORM

This form must be signed and dated by you and your parent/guardian after reviewing the 2018-19 Code of Conduct. **This form must be returned to your school within 5 days of receiving it.**

The Tucson Unified School District strives to be one of the best school districts in the country. We can accomplish this mission by working as a team with you, faculty, staff, parents and the community. You, the students, are the most critical members of this team. Your success as a valued and critical member of the team ~~can be measured when~~ is measured by the extent to which:

Commented [TUSD1]: R. Sedgwick recommendation.

- You take responsibility for your actions
- You help create a positive school culture and climate
- You are proud of your school
- You always do your best

With your commitment to excellence, safety, personal responsibility, and kindness, we will continue to grow and excel!

I acknowledge that I have read and reviewed the information in this document with my child.

\_\_\_\_\_  
PARENT SIGNATURE & DATE (PLEASE PRINT LEGIBLY)

\_\_\_\_\_  
STUDENT SIGNATURE & DATE (PLEASE PRINT LEGIBLY)

\_\_\_\_\_  
SCHOOL, GRADE & TEACHER (HOMEROOM) (PLEASE PRINT LEGIBLY)

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**TUCSON UNIFIED**  
SCHOOL DISTRICT

DRAFT 5, 2018-19 CODE OF CONDUCT [June 4, 2018]

iv

[RIGHT]

## 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. 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:**

Michael Hicks, President; Krystal Ann Foster, Clerk; Dr. Mark Stegeman; Adelita Grijalva; Rachael Sedgwick



### Basic Information

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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”)

hat rinciples uide he Administration of iscipline at

- Partnering with students and parents to create safe, supportive, and inclusive learning environments.
- Striving to keep students in learning environments. ~~whenever possible.~~
- 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 shall prevent school personnel from protecting campus safety as appropriate.

ow s iscipline Administered or tudents ith isabilities

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.

hen And here oes he ode Apply

- Regular school hours (including when students are going to and from school, “portal to portal”)
- 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, athletic events)
- While students are being transported on a school bus or vehicle used for school purposes
- 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)

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TUSD’s Discipline Review Team is made up of the Discipline Director and the 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 administrators, ensures compliance with the Code and other policy, and monitors for disproportionate discipline by race or ethnicity.

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Governing Board Policies and Regulations related to discipline are available for review in the principal’s office at every school and online at [www.tusd1.org](http://www.tusd1.org) (follow the link to “Student Rights”). Students, parents, or guardians may make a complaint related to discrimination, harassment, hazing, dating abuse, bullying, or unfair disciplinary actions with the site principal, assistant principal, the Discipline Review Team at 225-4316, or online at [www.tusd1.org/deseg](http://www.tusd1.org/deseg).

DRAFT 5, 2018-19 CODE OF CONDUCT [June 4, 2018]

2

**Commented [TUSD2]:** M. Stegeman recommendation to clarify why the Team monitors for discipline and the criteria for monitoring.

**Commented [TUSD3]:** R. Sedgwick recommendation to make it clear that this section refers to complaints about these discipline-related topics, not to all complaints.

## Restorative Practices

### What Are Restorative Practices

Restorative strategies are practices 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 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 administrators. 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, administrators, 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, and school administrators. 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)

### What is

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 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

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

What Are Exclusionary Consequences



Disciplinary consequences that remove a student from classroom instruction for longer than thirty minutes, or longer than one class period. These include positive alternatives to suspension (see page 5, below) settings or programs, in-school suspension, out-of-school suspensions, and expulsions.

What's the Position on these Exclusionary Consequences

TUSD is committed to ensuring that consequences that remove students/kids 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

While prioritizing student, staff, and public safety, exclusionary consequences apply as follows:

If Exclusionary Consequences are imposed, students will have fair due process that includes an opportunity to appeal (see information on due process below, pages 6-7). 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 student, staff, or visitor safety.



Removal of a student for classroom disruption is not exclusionary discipline

A teacher may remove a disruptive student from the classroom for 30 minutes or the duration of the period provided such removal is consistent with this Code and only where one of the following conditions exists:

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

Such removal does not constitute a "consequence" but is instead a step taken to protect the rights of other students in the classroom to receive quality instruction.

**Commented [TUSD4]:** R. Sedgwick and M. Stegeman recommendation to include language from ARS 15-841 and TEA Agreement into the Code.

### Positive Alternatives to Out-Of-School Suspension

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

#### Abeyance Contracts

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 suspension days. The administrator, parent, 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 ADMINISTRATORS WHEN A STUDENT HAS VIOLATED THE FOLLOWING INFRACTIONS:**

**~~MUTUAL COMBAT (FIGHTING)~~; POSSESSION OR USE OF DRUGS OR ALCOHOL.**

#### Positive Intervention Centers

The District designed PICs so that a teacher can provide to provide a student a short time (no more than 30 minutes or no more than the remainder of one class period) and a positive and supportive environment to de-escalate if they are feeling angry, overwhelmed or in need of a time-out. The teacher in the PIC will have the student 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. PICs are available at all-most middle schools, high schools, and large K-8 schools.

The PIC process is not designed as a substitute for the placement review committee process (see A.R.S. § 15-841 and the TEA Consensus Agreement)

#### In-School Intervention

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).

#### In-School Suspension Reassignment to a Different Class or Area

ISS is an alternative to short-term suspension where students may be supervised by a highly qualified teacher or other staff member. ~~The s~~Students in ISS will continue to receive their core curriculum in a supervised setting.

#### District Alternative Education Program

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

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Commented [TUSD5]: M. Stegeman comment re clarifying who makes decisions on various placements

Commented [TUSD6]: R. Sedgwick recommendation to use "fighting" instead of "mutual combat"

### Basic Due Process

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.

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

- The principal 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 ~~an ongoing threat of disrupting~~ **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 if possible the first or second day

- The principal ~~calls the parent~~, gives the notice of suspension to the student, and sends a copy to the parent on the **1st day** of suspension
- Parents may meet with the principal within the **1st or 2nd day** of the suspension. The principal may offer an abeyance contract or parent may appeal the decision to the Assistant Superintendent within three school days.
- If appealed, the Assistant Sup't or designee must review the decision within **3 school days**, affirm or reduce the discipline, and notify the parent and principal **as soon as possible**.



### Formal Due Process

Administrators 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 6 (the short-term pending long-term suspension period will count towards the long-term suspension). Once an administrator 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.

**Student Rights**  
including the right to representation by a parent and/or legal counsel (parents can be present at all proceedings)

- Reasonable access to ~~nonprivileged~~ 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 ~~adverse~~ evidence and witnesses at the hearing
- To have the testimony presented and ~~saved~~ **preserved**
- 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 an administrator recommends expulsion, the District must follow procedures outlined in Regulation JK-R3.

**Notice of suspension and hearing to parent by the third school day of the short-term suspension**

- At the beginning of the process for a long term suspension, the principal must send the notice of suspension and hearing to the parent by the **third school day** of the short-term pending long-term suspension
- **On or before the day the notice is sent**, the Principal must make a reasonable attempt to communicate verbally to the parent 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 must send the decision within **3 school days**
- Parent may appeal within **3 school days** of receipt; the Assistant Sup’t or designee must review within **5 school days** and notify the parent and principal **as soon as possible**.
- The parent may further appeal to Governing Board within **5 school days** from receiving notice from the Assistant Sup’t
- Board must decide within **10 days** after reviewing the record



### Action Levels

GUIDANCE	When considering actions, sites strive to implement Restorative Practices and to keep students in their classroom 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.					
LEVEL 1	<p>Before referring a matter to site administration, classroom teachers are expected to employ at least <u>three</u> classroom level interventions every <u>semester</u> with proper documentation for a level 1 offense.</p> <table><tr><td><ul style="list-style-type: none"><li>• <b>Parent Notification and Conference Request</b></li><li>• <b>Student Conference</b></li><li>• Restorative Circle or Conference (<u>see page 3</u>)</li><li>• Verbal/Written Apology</li><li>• Reflective Essay</li><li>• Warning</li></ul></td><td><ul style="list-style-type: none"><li>• Detention (before/after school; lunch)</li><li>• Saturday School</li><li>• Time Out (not to exceed 30 minutes)</li><li>• Reassignment To Different Class</li><li>• Suspended Privileges</li><li>• Community Service (not work detail)</li><li>• Restitution</li><li>• Teen Court</li><li>• Referred to Outside Agency</li></ul></td><td><ul style="list-style-type: none"><li>• Meeting With Counselor</li><li>• Peer Mediation</li><li>• Functional Behavioral Assessment</li><li>• Behavior Contract</li><li>• Behavior Intervention Group</li><li>• Behavior Learning Packets</li><li>• Behavior Intervention Plan</li><li>• Other Action (consistent w/other Level 1 interventions).</li></ul></td></tr></table> <p>* Some actions may not be available at all sites</p>			<ul style="list-style-type: none"><li>• <b>Parent Notification and Conference Request</b></li><li>• <b>Student Conference</b></li><li>• Restorative Circle or Conference (<u>see page 3</u>)</li><li>• Verbal/Written Apology</li><li>• Reflective Essay</li><li>• Warning</li></ul>	<ul style="list-style-type: none"><li>• Detention (before/after school; lunch)</li><li>• Saturday School</li><li>• Time Out (not to exceed 30 minutes)</li><li>• Reassignment To Different Class</li><li>• Suspended Privileges</li><li>• Community Service (not work detail)</li><li>• Restitution</li><li>• Teen Court</li><li>• Referred to Outside Agency</li></ul>	<ul style="list-style-type: none"><li>• Meeting With Counselor</li><li>• Peer Mediation</li><li>• Functional Behavioral Assessment</li><li>• Behavior Contract</li><li>• Behavior Intervention Group</li><li>• Behavior Learning Packets</li><li>• Behavior Intervention Plan</li><li>• Other Action (consistent w/other Level 1 interventions).</li></ul>
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LEVEL 2	<p>Any Action from the prior level(s) <u>may</u> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Restorative Conference and/or Restorative Circle (<u>see page 3</u>)</b></li><li>• Social Skills Groups and/or Mentoring may be facilitated by a counselor, social worker, or other qualified staff.</li></ul>					
LEVEL 3	<p>Any Action from the prior level(s) <u>may</u> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Restorative Conference and/or Restorative Circle (<u>see page 3</u>)</b></li><li>• 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 site has first attempted and documented the types of intervention(s) used in PBIS or Restorative Practices).</li></ul>					
LEVEL 4	<p>Any Action from the prior level(s) <u>may</u> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Restorative Conference and/or Restorative Circle (upon re-entry to school) (<u>see page 3</u>)</b></li><li>• <b>Out of School Suspension and/or Abeyance – Long-Term (11-30 Days)</b> except for the violations listed below</li></ul> <p><u>*Mutual Combat Fighting. First offense:</u> three day suspension with two days waived if student participates in mediation. <u>Second offense:</u> <u>eleven day suspension with eight days held in abeyance if student participates in mediation.</u> <u>six to nine day suspension with three days waived if student participates in mediation.</u></p> <p><u>*Possession or Use of Drugs or Alcohol. First offense:</u> three day suspension with two days waived if student agrees to attend substance abuse workshop and, upon return to school, an intake interview and search for drugs or alcohol. <u>Second offense:</u> <u>eleven day suspension with eight days held in abeyance</u> if student agrees to attend drug or alcohol use workshop and, upon return to school, an intake interview, and search for drugs or alcohol.</p>					
LEVEL 5	<p>Any Action from the prior level(s) <u>may</u> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Out of School Suspension and/or Abeyance – Long-Term (11-180 Days)</b></li><li>• <b>Restorative Conference and/or Restorative Circle (upon re-entry to school) (<u>see page 3</u>)</b></li><li>• Expulsion</li></ul>					

**Commented [TUSD7]:** R. Sedgwick recommendation to use "fighting" instead of "mutual combat"

### Guidelines for Applying Consequences

1. Nothing in the Code shall prevent school personnel from protecting campus safety as appropriate.
2. Principals and assistant principals (APs) must communicate with the Discipline Review Team immediately to jointly review suspensions (the Team will still review the use of ISI and abeyances).
3. Principals and APs at the elementary level (Pre-K-5<sup>th</sup> Grade) **shall consider** all violations, with the exception of possession of firearms or any incidence of threat to an educational institution, at one level lower than that of the actual violation.
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 interventions, attendance, etc.). Requests must first be submitted to the Discipline Review Team to review whether the teachers and/or administrators have attempted to effectively implement interventions to address any underlying or unresolved issues. **If approved**, the Discipline Review Team will forward the request to the Assistant Superintendent for final approval. A consequence may be elevated one level after three repeated violations in a semester (with attempted and documented interventions) or to protect campus safety, and may be elevated another level not to exceed level 3 (or, only in rare circumstances, level 4 or 5) after another three violations (with attempted and documented interventions) within the same.
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. ~~Mutual Combat (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 ~~and second~~ offense (a second fight may result in a long-term suspension if approved by the Discipline Review Team and 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 ~~will~~may be held equally accountable for the violation.
8. All parent conferences will be made in a timely manner. Parents 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.
9. Attempted violations 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 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.** An administrator must immediately notify an Assistant Superintendent and the Discipline Review Team 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.

**Commented [TUSD8]:** M. Stegeman recommendation to "state explicitly that principals can elevate discipline levels as appropriate to protect student safety"

IMPORTANT INFORMATION

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## Violation Charts

AGGRESSION		
Violation		Level
<b>Provocation (verbal or nonverbal)</b> Using language or gestures that <b>may incite</b> another person or people to fight.		<b>1</b>
<b>Recklessness</b> Engaging in unintentional, careless behavior that <b>may pose</b> a safety or health risk for yourself or for others.		<b>1</b>
<b>Minor Aggressive Act</b> Engaging in intentional, <b>non-serious but inappropriate physical contact</b> 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.		<b>2</b>
<b>Endangerment</b> 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, <del>running down a hallway, riding a bike on campus,</del> etc.		<b>3</b>
PHYSICAL CONFLICT		
<b>Other Aggression</b> Using other acts of aggression not specifically listed within the Aggression section including, but not limited to, intentional, <b>serious and inappropriate physical contact</b> including, but not limited to, any example listed under "Minor Aggressive Act" that may result in a serious physical injury.	<b>Mutual Combat (Fighting)</b> A fight is defined as a physical altercation in which both parties are willing participants <del>where a preponderance of evidence notes that both parties</del> 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 <del>in the physical altercation/fight, and where the circumstances present a threat to safety because of the number of participants or the intensity and violence of the conduct.</del>	<b>Assault</b> <del>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.</del>
<b>3</b>	<b>4*</b>	<b>4</b>
<u>Involves serious and inappropriate physical contact.</u> <u>Includes "fighting" where the circumstances do not present a threat to safety.</u>  Similar conduct not meeting the definition of Other Aggression shall be treated as the level 2 offense of "Minor Aggressive Act."	<b>*Due to the mutual involvement of participants, administrators will be granted an automatic waiver of the mandatory minimum, eleven-day long-term suspension normally used at this level for a first offense. See specific guidelines for fighting consequences on page 910, above.</b>  Similar conduct not meeting the definition of Fighting shall be treated as the level 3 offense of "Other Aggression."	<u>Involves one person acting against another.</u>  Similar conduct between mutual participants shall be treated as the level 4* offense of "Fighting."
<b>Aggravated Assault</b> 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: <b>teacher or any school employee on school grounds</b> , law enforcement officer, prosecutor, firefighter, EMT/Paramedic engaged in official duties, <b>teacher or any school employee on school grounds</b> , 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.		<b>5</b> <b>Mandatory report to law enforcement</b>

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**Commented [TUSD9]:** The revision of this section is in response to the DOJ recommendation to clarify "the specific and narrow factual scenarios in which the discipline offenses of "Other Aggression," "Mutual Combat (Fighting)," and "Assault" are to be applied

**Commented [TUSD10]:** R. Sedgwick recommendation to use "fighting" instead of "mutual combat" (the recommendation was to consider "Mutual Fighting" but the committee, after consideration, is proposing going back to the original term, Fighting")

M. Stegeman comment that the term "mutual combat...does not seem to be working"

**Commented [TUSD14]:** R. Sedgwick recommendation to provide some natural language about what assault means, particularly as compared to fighting

**Commented [TUSD12]:** DOJ recommendation

**Commented [TUSD11]:** DOJ recommended creating a new level for "Fighting" and M. Stegeman commented that having a "Fighting II" would "address much of the issue"

In conversations with the DOJ, staff explained that these two levels already exist: Other Aggression captures "low-level fights" as a level 3 offense, and Fighting captures fights that implicate safety as a Level 4\* offense.

DOJ recommends calling it "serious fight" instead of "fight"

**Commented [TUSD13]:** DOJ recommendation to add a sentence to the draft "Mutual Combat (Fighting)" offense about any conduct not meeting the definition of that offense being treated as the level three offense of "Other Aggression."

**Commented [TUSD15]:** R. Sedgwick recommendation to highlight this category

<b>ALCOHOL, TOBACCO AND OTHER DRUG VIOLATIONS</b>		
<b>Definitions</b>		
<p><b>Drug Violation:</b> Unlawful use, cultivation, manufacture, 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.</p> <p><b>Possession:</b> knowing exercise of dominion or control over an item.</p> <p><b>Use:</b> the act of using or being under the influence.</p> <p><b>Sale:</b> to transfer or exchange an item to another person for anything of value or advantage, present or prospective.</p> <p><b>Share:</b> to allow another person to use or enjoy something that one possesses.</p> <p><b>*Administrators will be granted an automatic waiver of the mandatory, <u>minimum eleven-day</u> 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 10, above.</b></p>		
<b>Violation</b>		<b>Consequence level</b>
<b>Inappropriate use of Over the Counter Drugs</b> 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.		
Possession or Use		2
Sale or Share		3
<b>Inhalants</b> Inhalants include medications, anesthetics, or 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.		
Possession or Use		4*
Sale or Share		5
<b>Unknown Drug</b> (if a drug is identified, after an investigation, a different violation may be identified)		
Possession or Use		4*
Sale or Share		5
<b>Substance Represented as an Illicit Drug</b> 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
<b>Inappropriate use of Prescription Drugs</b> Medicines obtained with the lawful prescription of a health care professional. Inappropriate use includes any use other than that described by the prescription.		<b>Mandatory report to law enforcement</b>
Possession or Use		4*
Sale or Share		5
<b>Illicit Drug</b> Illicit drugs include dangerous drugs, narcotic drugs, marijuana, 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.		<b>Mandatory report to law enforcement</b>
Possession or Use		4*
Sale or Share		5
<b>Alcohol Violation</b> 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.		
Possession or Use		4*
Sale or Share		5
<b>Tobacco Violation</b> 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, <u>vapes or vape pens</u> , and hookah sticks), at school-sponsored events and on school-sponsored transportation.		
Possession or Use		2
Sale or Share		3
<b>Possession of Drug Paraphernalia</b> 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

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<b>OTHER VIOLATIONS OF SCHOOL POLICIES</b>	
Violation	Consequence Level
<b>Dress Code Violation</b> Wearing clothing that violates dress code guidelines stated by school or district policy.	1
<b>Parking Lot Violation</b> 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
<b>Public Display of Affection</b> Kissing or other inappropriate displays of affection.	1
<b>Other Violation of School Policies and Regulations</b> Committing some other violation of school or district policy or regulation.	1
<b>Inappropriate Language (verbal or nonverbal)</b> Delivering verbal or nonverbal messages that include swearing, name calling, or use of words or gestures in an inappropriate way. <u>An administrator may treat a student swearing at a staff member as a Level 3 consequence.</u>	2
<b>Contraband</b> Possessing items stated in school policy as prohibited because they may disrupt the learning environment.	2
<b>Combustible</b> Possessing a substance or object that is readily capable of causing bodily harm or property damage. (e.g. matches, lighters)	2
<b>Disruption</b> 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
<b>Gambling</b> Playing games of chance for money or betting a sum of money.	2
<b>Defiance or Disrespect Towards Authority and Non Compliance</b> Engaging in repeated behavior including, but not limited to, refusal to follow directions, or, talking back, or swearing at a staff member or delivers socially rude interactions.	2
<b>Negative Group Affiliation / Illegal Organization</b> 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

Commented [TUSD16]: M. Stegeman and Fisher recommendation

<b>ATTENDANCE POLICY VIOLATION (Out of school suspension is not permitted)</b>	
Violation	Consequence Level
<b>Other Attendance Violations</b> <b>Examples:</b> 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
<b>Tardy</b> Arriving at school or class after the scheduled start time.	1
<b>Unexcused Absence</b> Missing school for an entire day with no acceptable excuse.	1
<b>Leaving School Grounds without Permission</b> Leaving school grounds or being in an "out-of-bounds" area during regular school hours without principal or designee permission	1
<b>Truancy</b> Having an unexcused absence for at least one class period during the day (applies to students aged 6-16).	1

<b>DISHONESTY</b>	
Violation	Action Level
<b>Cheating</b> 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
<b>Forgery</b> Falsely and fraudulently making or altering a document, including hall passes and parent signatures.	2
<b>Lying</b> Making an untrue statement with the intention to deceive or to create a false or misleading impression.	2
<b>Plagiarism</b> Stealing and passing off the ideas or words of another as one's own, including material obtained online.	2

<b>TRESPASSING; VANDALISM OR CRIMINAL DAMAGE</b>	
Definitions	
<b>Criminal damage:</b> 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. Administrators may consider acts of vandalism that result in damages exceeding \$5,000 in value at a Level 4.	
<b>Example:</b> Substantial destruction of copy machines, vehicles, science or computer equipment.	
Violation	Action Level
<b>Trespassing</b> 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 chief administrator or designee of the facility, campus or function.	2
<b>Graffiti or Tagging</b> Writing on walls; drawings or words painted or sprayed on walls or other surfaces that can be easily removed with soap or cleaner.	2
<b>Vandalism of Personal property</b> Destroying or defacing personal property.	3
<b>Vandalism of School Property</b> Destroying or defacing school property. <b>Examples:</b> Destroying school computer records, carving initials or words in desk top, spray painting on walls, damaging vehicles.	3

<b>ARSON</b>	
Definitions	
<b>Structure:</b> a building or place with sides and a floor used for lodging, business, transportation, recreation, or storage <b>Occupied structure:</b> 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. <b>Property:</b> anything other than a structure that is owned and has value of any kind (e.g., a backpack, school book, clothing, etc.). <b>Damage:</b> as used here, means a tangible or visible impairment to a surface. <b>Reckless Burning:</b> recklessly causing a fire or explosion resulting in damage to a structure, wild land, or property. <del>(see A.R.S. § 13-1702).</del>	
Violation	Action Level
<b>Arson of a Structure or Property</b> Knowingly and unlawfully damaging a structure or property by knowingly causing a fire or explosion. 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
<b>Arson of an Occupied Structure</b> Knowingly and unlawfully damaging an occupied structure by knowingly causing a fire or explosion.	5 <b>Mandatory report to law enforcement and Fire Dept.</b>
: administrators may consider acts of arson that are only reckless as opposed to knowing or intentional, or that damage property with a value under \$5,000, at level 4. Please see the definition of Reckless Burning above.	

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<b>TECHNOLOGY, IMPROPER USE OF</b>	
Violation	Action Level
<b>Telecommunication Device or Other Technology</b>  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 an administrator in accordance with the Code of Conduct. (see Policy JICJ) : may be elevated to a level violation but cannot result in out of school suspension.  <b>Examples:</b> use of telecommunication devices (cell phones, pagers, etc.) or other technology (gaming systems, iPods, iPads, Tablets, etc) for a non-instructional purpose.	2
<b>Computer or Network Violation</b> : may not be elevated to level .  <b>Examples (Computer):</b> 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 an administrator, vandalism of computers or computer equipment.  <b>Examples (Network):</b> Posting videos of fights onto social media, use of 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.	3
<b>HARASSMENT AND THREAT, INTIMIDATION</b>	
Violation	Action Level
<b>Threat or Intimidation</b>  Indicating, by words or conduct, the intent to cause physical injury or serious damage to a person or their property, or intentionally places another person in reasonable apprehension of imminent physical injury. This may include threats or intimidation that occurs online or through a telecommunication device.	3
<b>Bullying</b>  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. 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 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).	3
<b>Harassment, nonsexual</b>  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.  : ullying and e ual arassment are types of arassment. ndicate arassment, nonse ual if the violation is not specifically ullying or e ual arassment, or if the specific type of harassment is not known.	3
<b>Hazing</b>  Committing an act against another student, in which <u>both</u> of the following apply: 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.  *Administrators <b>may</b> treat incidents of hazing at a Level 4 in consultation with the Discipline Review Team.	3

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<b>SCHOOL THREAT OR INTERFERENCE</b>	
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
<b>Fire Alarm Misuse</b> Intentionally ringing fire alarm when there is no fire.	<b>4</b>
<b>Other School Threat (Verbal)</b> Making a verbal School Threat.	<b>4</b>
<b>Bomb Threat</b> Threatening to cause harm by using or threatening to use a bomb, or arson-causing device.	<b>5</b> Expulsion required by law
<b>Chemical or Biological Threat</b> Threatening to cause harm using dangerous chemicals or biological agents.	
<b>Other School Threat</b>  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).	

<b>SEXUAL OFFENSES</b>	
Violation	Action level
<b>Harassment, Sexual</b>  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), or physical conduct of a sexual nature.	<b>3</b>
<b>Pornography</b>  Possessing or providing sexually explicit and obscene depictions of persons, in words or images. <b>Examples:</b> 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.	<b>3</b>
<b>Harassment, Sexual with contact</b> Committing sexual harassment that includes physical contact.	<b>4</b>
<b>Indecent Exposure or Public Sexual Indecency</b> Engaging in sexual acts or public sexual indecency.  <b>Examples:</b> public urination, streaking, masturbation, "peeping tom" (including taking photos or videotaping), exposing another student's private parts, or engaging in intercourse, or oral sex.	<b>4</b>
<b>Sexual Assault or Rape</b> Intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person without consent of such person.	<b>5</b> Mandatory report to law enforcement

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<b><u>THEFT</u></b>	
Isolation	Classification level
<b>Petty Theft</b> Stealing cash, or property, valued under \$100.	<b>2</b>
<b>Theft – School Property or Non-School Property</b>  Knowingly: <ul style="list-style-type: none"> <li>b. Controls property of another with the intent to deprive the other person of such property; or</li> <li>c. Converts for an unauthorized term or use services or property of another entrusted to the defendant or placed in the defendant's possession for a limited, authorized term or use; or</li> <li>d. 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</li> <li>e. 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</li> <li>f. Controls property of another knowing or having reason to know that the property was stolen; or</li> <li>g. Obtains services known to the defendant 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.</li> </ul>	<b>3</b>
<b>Burglary or Breaking and Entering</b>  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.	<b>4</b>
<b>Extortion</b>  Knowingly obtaining or seeking to obtain property or services by means of a threat to do in the future any of the following: <ul style="list-style-type: none"> <li>1. Cause physical injury to anyone by means of a deadly weapon or dangerous instrument.</li> <li>2. Cause physical injury to anyone except as provided in paragraph 1 of this subsection.</li> <li>3. Cause damage to property.</li> <li>4. Engage in other conduct constituting an offense.</li> <li>5. Accuse anyone of a crime or bring criminal charges against anyone.</li> <li>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.</li> <li>7. Take or withhold action as a public servant or cause a public servant to take or withhold action.</li> <li>8. Cause anyone to part with any property.</li> </ul>	<b>4</b>
<b>Robbery</b>  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.	<b>4</b>
<b>Armed Robbery</b>  Committing robbery (see definition above) 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.	<b>5</b> <b>Mandatory report to law enforcement</b>
<b>Burglary (First Degree)</b>  Entering or remaining unlawfully in or on a residential structure or yard or a nonresidential structure or in a fenced commercial with the intent to commit any theft or any felony therein and knowingly possessing explosives, a deadly weapon or a dangerous instrument in the course of committing any theft or any felony.	<b>5</b> <b>Mandatory report to law enforcement</b>

<b>WEAPONS AND DANGEROUS ITEMS (POSSESSION OF)</b>	
<a href="#">see policy for more details on weapons in school</a>	
Violation	Discipline Level
<b>Dangerous Items</b> Possessing a knife with a blade length of less than 2.5 inches, air soft gun, b.b.gun, laser pointer, letter opener, mace/pepper spray, paintball gun, pellet gun, razor blade/box cutter, simulated knife, taser or stun gun, tear gas, firecrackers, smoke and stink bombs, gas, lighter fluid, and 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). <b>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.</b>	3
<b>Other Weapons</b> Possessing a billy club, brass knuckles, knife with a blade length of at least 2.5 inches, nunchakus. <b>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.</b>	4
<b>Simulated Firearm</b> Possessing a simulated firearm made of plastic, wood, metal or any other material which is a replica, facsimile, or toy version of a firearm. <b>If the simulated firearm is used to threaten or intimidate, the violation will be considered a level 4.</b>	3
<b>Firearms</b> 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 administrator. <b>“Firearm”</b> 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. <b>“Other Firearms”</b> –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. ( ) : his definition does not apply to items such as toy guns, colorful plastic water guns, cap guns, bb guns, and pellet guns	5 <b>Expulsion required by law</b> <b>Mandatory report to law enforcement</b>

### **Discipline-Related Policies**

olicies are available upon request at all school sites, family centers, the central office, and online.

#### **Student Attendance Policy (JE)**

<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JE>

Good attendance in school enables students to act as responsible members of the community.

#### **Bullying, Intimidation and Harassment Policy (JICK)**

<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JICK>

The District does not tolerate bullying in any form. Further, the District shall investigate each complaint of bullying and will take appropriate, timely, and responsive action.

#### **Cell Phone and Electronic Device (JICJ)**

<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JICJ>

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 specific conditions and guidelines.

#### **Dress Code Policy (JICA)**

<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JICA>

This policy and regulation specifies the standards of dress and grooming that promote a safe school setting conducive to a positive learning environment.

#### **Equal Educational Opportunities and Anti-Harassment Policy (JB)**

<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JB>

The right of a student to participate fully in classroom instruction shall not be abridged or impaired because of race, color, religion, sex, sexual orientation, age, national origin, and disability, or any other reason not related to the student's individual capabilities.

#### **Interviews, Searches and Arrests (JIH)**

<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JIH>

School administrators have the right to interview students and search and seize property-including school property that has been temporarily assigned to students. School administrators and staff will cooperate with law enforcement when attempting to locate a student for a warrant or subpoena.

#### **Weapons (JICI)**

<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JICI>

Weapons are not allowed on any campus/property without prior authorization by a school administrator.

#### **Bus Rules (EEA)**

<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-EEA>

Riding is a privilege; parents 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.

Bus Rules	
Always comply with bus driver's/monitor's directions	Use classroom voice (no profanity/loud noises/intimidation)
Remain seated; keep hands, feet, and head inside bus	All personal possessions must be under control at all times
Keep unauthorized materials and substances off bus	No eating or drinking on the bus
Safety Recautions	
Know the correct bus route # and route to/from the bus stop; ALWAYS board/depart bus at correct stop known by parent	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 for Suspension and Expulsion**

Regulations are available upon request at all school sites, family centers, the central office, and online.

#### **Student Discipline – Short Term Suspension (JK-R1)**

<http://govboard.tusd1.org/Policies-and-Regulations/Regulation-Code-JK-R1>

This regulation explains the process for short-term suspensions (1 – 10 Days).

#### **Student Discipline – Long Term Suspension (JK-R2)**

<http://govboard.tusd1.org/Policies-and-Regulations/Regulation-Code-JK-R2>

This regulation explains the process for long-term suspensions (11 – 180 Days).

#### **Student Discipline – Expulsion (JK-R3)**

<http://govboard.tusd1.org/Policies-and-Regulations/Regulation-Code-JK-R3>

This regulation explains the process for expulsions.

#### **Student Discipline – Suspension Abeyance Contract Regulation (JK-R4)**

<http://govboard.tusd1.org/Policies-and-Regulations/Regulation-Code-JK-R4>

Administrators may offer to hold a suspension in “abeyance” (to not instantly enforce the suspension) if

- (1) the administrator believes it is in the best interests of the student and the school community,
- (2) the student and parent/legal guardian agree to certain conditions, and
- (3) the student and parent 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**

Information about \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ plans can be found at <http://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 10<sup>th</sup> prior to the 11<sup>th</sup> day of suspension**

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, ~~the District~~ **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. Refer to the Exceptional Education web page for more information**

<http://www.tusd1.org/departments/exceptional-education>

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**Commented [TUSD17]:** Clarification based on Fisher Comment



### Rights and Responsibilities

<ul style="list-style-type: none"> <li>• Learn in a safe, clean, orderly and positive climate that is unbiased, nonjudgmental, and free from prejudice, discrimination, verbal or physical threats and abuse.</li> <li>• Receive appropriate accommodations to meet individual needs. (as supported by documentation)</li> <li>• Be treated with respect and in a fair and equitable manner by teachers and administrators.</li> <li>• Due process of law.</li> <li>• Have school rules that are enforced in a consistent, fair and reasonable manner.</li> <li>• Be free from retaliation, from fear of retaliation, and from sex discrimination and sexual harassment at school, including dating abuse.</li> <li>• 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 site administration immediately.</li> <li>• Receive a copy of this Code.</li> <li>• Have access to school assignments/homework while serving a disciplinary suspension and have options for alternative instructional opportunities for any long term suspension.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Make positive contributions to an environment that allows fellow students to be free from discrimination, harassment, hazing and bullying.</li> <li>• Make up work resulting from an absence.</li> <li>• Respect the rights, feelings, and property of fellow students, parents, school staff, visitors, guests, and school neighbors.</li> <li>• 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.</li> <li>• Display behavior that does not compromise the safety of other students and/or staff.</li> <li>• Follow discipline guidelines adopted by the school and District.</li> <li>• Protect and take care of the school's property.</li> <li>• Read and ask questions to understand the information in the Code of Conduct.</li> </ul>
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<ul style="list-style-type: none"> <li>• Request and be granted conferences with teachers, counselors and/or the principal.</li> <li>• Receive explanations from teachers about their student's grades and disciplinary procedures.</li> <li>• Access and review school records pertaining to their student.</li> <li>• Receive a copy of this Code.</li> <li>• 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)</li> <li>• Request an interpreter or translator at any step of the disciplinary process.</li> <li>• Request a review of all disciplinary actions relating to their student.</li> <li>• Direct their student's education, upbringing and moral/religious training.</li> <li>• 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, unless the incident has first been reported to law enforcement and notification of the parent 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.</li> <li>• Be treated in a manner that is respectful of and responsive to their cultural traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend school daily according to school district adopted Communicate and collaborate with teachers to support student achievement.</li> <li>• Attempt to participate and be active at their student's school.</li> <li>• Be partners with school staff by sharing appropriate ideas for improving student learning and by helping to prevent and/or resolve student discipline problems.</li> <li>• Provide supervision of the student's health, physical and emotional well being, and assume responsibility for the student's timely regular attendance.</li> <li>• Promptly provide the school with explanations for student absences or tardiness.</li> <li>• Ensure student compliance with school and district policies and regulations.</li> <li>• Read and ask questions to understand the information in this Code.</li> <li>• Reinforce the importance of students' adherence to values and behaviors described in this Code.</li> </ul>

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## Annual Notifications

ANNUAL NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)	TUSD ANNUAL NOTIFICATION OF PRIVACY RIGHTS OF PARENTS AND STUDENTS
<p>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:</p>	<p>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:</p>
<p><b>(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. Dep't of Educ. (ED)</b></p>	<p><b>(1) The right to inspect and review the student's education records within 45 days from the day TUSD receives a request.</b></p>
<ol style="list-style-type: none"> <li>1. Political affiliations or beliefs of the student or student's parent;</li> <li>2. Mental or psychological problems of the student or student's family;</li> <li>3. Sex behavior or attitudes;</li> <li>4. Illegal, anti-social, self-incriminating, or demeaning behavior;</li> <li>5. Critical appraisals of others with whom respondents have close family relationships;</li> <li>6. Legally recognized privileged relationships (like with lawyers, doctors, or ministers);</li> <li>7. Religious practices, affiliations, or beliefs of the student or parents; or</li> <li>8. Income, other than as required by law to determine program eligibility.</li> </ol>	<p>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.</p> <p>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.</p>
<p><b>(2) Receive notice and an opportunity to opt a student out of –</b></p>	<p><b>(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.</b></p>
<ol style="list-style-type: none"> <li>1. Any other protected information survey, regardless of funding;</li> <li>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;</li> <li>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.</li> </ol>	<p>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.</p>
<p><b>(3) Inspect, upon request and before administration or use –</b></p>	<p><b>(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.</b></p>
<ol style="list-style-type: none"> <li>1. Protected information surveys of students;</li> <li>2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and</li> <li>3. Instructional material used as part of the educational curriculum.</li> </ol>	<p>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.</p> <p>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.</p>
<p>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.</p>	<p><b>(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.</b></p>
<p>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.</p>	<p>Any complaints arising from an alleged violation of these rights may be submitted to the Superior Court of Pima County, Arizona, or to:</p>
<p>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:</p>	<p>The Family Policy Compliance Office, U.S. Dep't of Education 400 Maryland Avenue, SW, Washington, D.C. 20202 (202) 260-3887</p>
<ul style="list-style-type: none"> <li>•Collection, disclosure, or use of personal information for marketing, sales, or other distribution.</li> <li>•Administration of any protected information survey not funded in whole or in part by ED.</li> <li>•Any non-emergency, invasive physical examination or screening as described above.</li> </ul>	<p><u>Directory Information</u></p> <p>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 Administrative Regulation 5130). 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:</p> <ul style="list-style-type: none"> <li>•The annual yearbook;</li> <li>•Honor roll or other recognition lists;</li> <li>•Graduation programs; and</li> <li>•Sports activity sheets showing weight/height of team members.</li> </ul>
<p>Parents who believe their rights have been violated may file a complaint with:</p>	<p>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 2001 (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.</p>
<p>Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202</p>	<p>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:</p>
	<p>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.</p>
	<p>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.</p>

DRAFT



SPECIAL THANKS TO THE TUSD STUDENTS WHO SUBMITTED ARTWORK FOR THE CODE

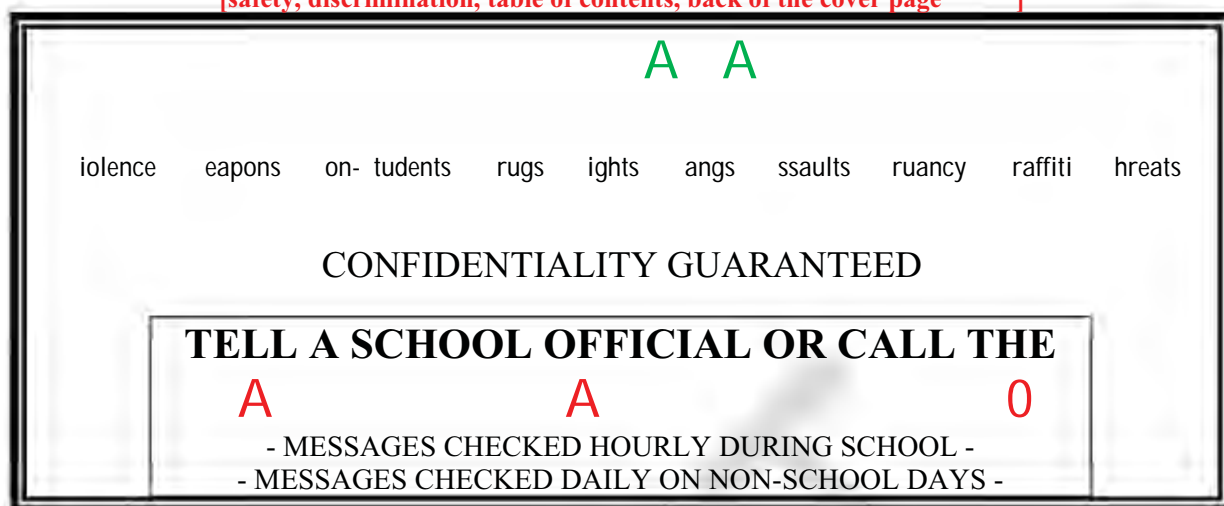
*Copies of this booklet are available in Spanish on the reverse side of this booklet and can be obtained online at [www.tusd1.org](http://www.tusd1.org). (follow the link to "Student Rights"). Las copias en Español de este folleto están disponible al dorso de este folleto y se pueden obtener en línea en [www.tusd1.org](http://www.tusd1.org).*

DRAFT 5, 2018-19 CODE OF CONDUCT [June 4, 2018]

i



[safety, discrimination, table of contents, back of the cover page ]



## 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.

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[acknowledgement form: tear out, TUSD logo on back ]

## CODE OF CONDUCT

### 2018-19 SCHOOL YEAR ACKNOWLEDGEMENT FORM

This form must be signed and dated by you and your parent/guardian after reviewing the 2018-19 Code of Conduct. **This form must be returned to your school within 5 days of receiving it.**

The Tucson Unified School District strives to be one of the best school districts in the country. We can accomplish this mission by working as a team with you, faculty, staff, parents and the community. You, the students, are the most critical members of this team. Your success as a valued and critical member of the team is measured by the extent to which:

- **You take responsibility for your actions**
- **You help create a positive school culture and climate**
- **You are proud of your school**
- **You always do your best**

With your commitment to excellence, safety, personal responsibility, and kindness, we will continue to grow and excel!

I acknowledge that I have read and reviewed the information in this document with my child.

---

PARENT SIGNATURE & DATE (PLEASE PRINT LEGIBLY)

---

STUDENT SIGNATURE & DATE (PLEASE PRINT LEGIBLY)

---

SCHOOL, GRADE & TEACHER (HOMEROOM) (PLEASE PRINT LEGIBLY)



[TUSD logo on back of cknowledgement form ]

# TUCSON UNIFIED

## SCHOOL DISTRICT

[RIGHT]

# 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. 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:**

Michael Hicks, President; Krystal Ann Foster, Clerk; Dr. Mark Stegeman; Adelita Grijalva; Rachael Sedgwick

## 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

- Partnering with students and parents 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”)
- 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, athletic events)
- While students are being transported on a school bus or vehicle used for school purposes
- 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)

### How Monitors Discipline in

TUSD’s Discipline Review Team is made up of the Discipline Director and the 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 administrators, ensures compliance with the Code and other policy, and monitors for disproportionate discipline by race or ethnicity.

### How can I get more information or a 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 [www.tusd1.org](http://www.tusd1.org) (follow the link to “Student Rights”). Students, parents, or guardians may make a complaint related to discrimination, harassment, hazing, dating abuse, bullying, or unfair disciplinary actions with the site principal, assistant principal, the Discipline Review Team at 225-4316, or online at [www.tusd1.org/deseg](http://www.tusd1.org/deseg).

## Restorative Practices

### What Are Restorative Practices

Restorative strategies are practices 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 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 administrators. 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, administrators, 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, and school administrators. 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)

### What is

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 Restorative Practices

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

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.



## I Exclusionary Consequences

### What Are Exclusionary Consequences



Disciplinary consequences that remove a student from classroom instruction for longer than thirty minutes, or longer than one class period. These include positive alternatives to suspension (see page 5, below) settings or programs, in-school suspension, out-of-school suspensions, and expulsions.

### What is the position on these 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 below, pages 6-7). 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 student, staff, or visitor safety.



### Removal of a student for classroom disruption is not exclusionary discipline

A teacher may remove a disruptive student from the classroom for 30 minutes or the duration of the period provided such removal is consistent with this Code and only where one of the following conditions exists:

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

Such removal does not constitute a "consequence" but is instead a step taken to protect the rights of other students in the classroom to receive quality instruction.

## Positive Alternatives to Out-Of-School Suspension

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

### Abeyance Contracts

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 suspension days. The administrator, parent, 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 ADMINISTRATORS  
WHEN A STUDENT HAS VIOLATED THE FOLLOWING INFRACTIONS:  
FIGHTING; POSSESSION OR USE OF DRUGS OR ALCOHOL.**

### Positive Intervention Centers

The District designed PICs so that a teacher can provide a student a short time (no more than 30 minutes or no more than the remainder of one class period) and a positive and supportive environment to de-escalate if they are feeling angry, overwhelmed or in need of a time-out. The teacher in the PIC will have the student 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. PICs are available at most middle schools, high schools, and large K-8 schools.

The PIC process is not designed as a substitute for the placement review committee process (see A.R.S. § 15-841 and the TEA Consensus Agreement)

### In-School Intervention

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).

### In-School Suspension / Reassignment to a Different Class or Area

ISS is an alternative to short-term suspension where students may be supervised by a highly qualified teacher or other staff member. Students 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 will provide students in grades 6-12 with the opportunity to continue their education and reflect on the underlying behaviors and circumstances that led to the inappropriate behavior. DAEP will assist students in learning appropriate behaviors and making better choices so they can be a successful student when they are restored to their home school.



## Basic Due Process

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.

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

- The principal 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 ~~an ongoing threat of disrupting~~ **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 if possible the first or second day

- The principal **calls the parent**, gives the notice of suspension to the student, and sends a copy to the parent on the **1st day** of suspension
- Parents may meet with the principal within the **1st or 2nd day** of the suspension. The principal may offer an abeyance contract or parent may appeal the decision to the Assistant Superintendent within three school days.
- If appealed, the Assistant Sup't or designee must review the decision within **3 school days**, affirm or reduce the discipline, and notify the parent and principal **as soon as possible**.

## Formal Due Process

Administrators 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 6 (the short-term pending long-term suspension period will count towards the long-term suspension). Once an administrator 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.

**Student Rights**  
including the right  
to representation  
by a parent and/or  
legal counsel  
(parents can be  
present at all  
proceedings)

- Reasonable access to ~~nonprivileged~~ 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 ~~adverse~~ evidence and witnesses at the hearing
- To have the testimony presented and ~~saved~~ ~~preserved~~
- 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 an administrator recommends expulsion, the District must follow procedures outlined in Regulation JK-R3.

**Notice of  
suspension and  
hearing to parent  
by the third  
school day of the  
short-term  
suspension**

- At the beginning of the process for a long term suspension, the principal must send the notice of suspension and hearing to the parent by the **third school day** of the short-term pending long-term suspension
- **On or before the day the notice is sent**, the Principal must make a reasonable attempt to communicate verbally to the parent 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 must send the decision within **3 school days**
- Parent may appeal within **3 school days** of receipt; the Assistant Sup't or designee must review within **5 school days** and notify the parent and principal **as soon as possible**.
- The parent may further appeal to Governing Board within **5 school days** from receiving notice from the Assistant Sup't
- Board must decide within **10 days** after reviewing the record

## Action Levels

GUIDANCE	<p>When considering actions, sites strive to implement Restorative Practices and to keep students in their classroom 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.</p> <p>The chart below lists actions that may be taken by school administration as the result of a violation. The Action Level identifies maximum action for violations assigned to that level. Multiple actions may be applied to a single violation. <b>Actions listed in bold are the minimum and mandatory action for that level of violation. For all violations, parent notification and student conference are mandatory.</b></p>			
LEVEL 1	<p>Before referring a matter to site administration, classroom teachers are expected to employ at least <u>three</u> classroom level interventions every semester with proper documentation for a level 1 offense.</p> <table><tr><td><ul style="list-style-type: none"><li>• <b>Parent Notification and Conference Request</b></li><li>• <b>Student Conference</b></li><li>• Restorative Circle or Conference (see page 3)</li><li>• Verbal/Written Apology</li><li>• Reflective Essay</li><li>• Warning</li></ul></td><td><ul style="list-style-type: none"><li>• Detention (before/after school; lunch)</li><li>• Saturday School</li><li>• Time Out (not to exceed 30 minutes)</li><li>• Reassignment To Different Class</li><li>• Suspended Privileges</li><li>• Community Service (not work detail)</li><li>• Restitution</li><li>• Teen Court</li><li>• Referred to Outside Agency</li></ul></td><td><ul style="list-style-type: none"><li>• Meeting With Counselor</li><li>• Peer Mediation</li><li>• Functional Behavioral Assessment</li><li>• Behavior Contract</li><li>• Behavior Intervention Group</li><li>• Behavior Learning Packets</li><li>• Behavior Intervention Plan</li><li>• Other Action (consistent w/other Level 1 interventions).</li></ul></td></tr></table> <p>* Some actions may not be available at all sites</p>	<ul style="list-style-type: none"><li>• <b>Parent Notification and Conference Request</b></li><li>• <b>Student Conference</b></li><li>• Restorative Circle or Conference (see page 3)</li><li>• Verbal/Written Apology</li><li>• Reflective Essay</li><li>• Warning</li></ul>	<ul style="list-style-type: none"><li>• Detention (before/after school; lunch)</li><li>• Saturday School</li><li>• Time Out (not to exceed 30 minutes)</li><li>• Reassignment To Different Class</li><li>• Suspended Privileges</li><li>• Community Service (not work detail)</li><li>• Restitution</li><li>• Teen Court</li><li>• Referred to Outside Agency</li></ul>	<ul style="list-style-type: none"><li>• Meeting With Counselor</li><li>• Peer Mediation</li><li>• Functional Behavioral Assessment</li><li>• Behavior Contract</li><li>• Behavior Intervention Group</li><li>• Behavior Learning Packets</li><li>• Behavior Intervention Plan</li><li>• Other Action (consistent w/other Level 1 interventions).</li></ul>
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LEVEL 2	<p>Any Action from the prior level(s) <u>may</u> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Restorative Conference and/or Restorative Circle</b> (see page 3)</li><li>• Social Skills Groups and/or Mentoring may be facilitated by a counselor, social worker, or other qualified staff.</li></ul>			
LEVEL 3	<p>Any Action from the prior level(s) <u>may</u> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Restorative Conference and/or Restorative Circle</b> (see page 3)</li><li>• 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 site has first attempted and documented the types of intervention(s) used in PBIS or Restorative Practices).</li></ul>			
LEVEL 4	<p>Any Action from the prior level(s) <u>may</u> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Restorative Conference and/or Restorative Circle (upon re-entry to school)</b> (see page 3)</li><li>• <b>Out of School Suspension and/or Abeyance – Long-Term (11-30 Days)</b> except for the violations listed below</li></ul> <p>* <u>Fighting</u>. <b>First offense:</b> three day suspension with two days waived if student participates in mediation. <b>Second offense:</b> eleven day suspension with eight days held in abeyance if student participates in mediation.</p> <p>*<u>Possession or Use of Drugs or Alcohol</u>. <b>First offense:</b> three day suspension with two days waived if student agrees to attend substance abuse workshop and, upon return to school, an intake interview and search for drugs or alcohol. <b>Second offense:</b> eleven day suspension with eight days held in abeyance if student agrees to attend drug or alcohol use workshop and, upon return to school, an intake interview, and search for drugs or alcohol.</p>			
LEVEL 5	<p>Any Action from the prior level(s) <u>may</u> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Out of School Suspension and/or Abeyance – Long-Term (11-180 Days)</b></li><li>• <b>Restorative Conference and/or Restorative Circle (upon re-entry to school)</b> (see page 3)</li><li>• Expulsion</li></ul>			



### Guidelines for Applying Consequences

IMPORTANT INFORMATION

1. Nothing in the Code shall prevent school personnel from protecting campus safety as appropriate.
2. Principals and assistant principals (APs) must communicate with the Discipline Review Team immediately to jointly review suspensions (the Team will still review the use of ISI and abeyances).
3. Principals and APs at the elementary level (Pre-K-5<sup>th</sup> Grade) **shall consider** all violations, with the exception of possession of firearms or any incidence of threat to an educational institution, at one level lower than that of the actual violation.
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 interventions, attendance, etc.). Requests must first be submitted to the Discipline Review Team to review whether the teachers and/or administrators have attempted to effectively implement interventions to address any underlying or unresolved issues. **If approved**, the Discipline Review Team will forward the request to the Assistant Superintendent for final approval. A consequence may be elevated one level after three repeated violations in a semester (with attempted and documented interventions) or to protect campus safety.
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 the Discipline Review Team and 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 conferences will be made in a timely manner. Parents 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.
9. Attempted violations 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 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.** An administrator must immediately notify an Assistant Superintendent and the Discipline Review Team 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.

### Violation Charts

<b>AGGRESSION</b>		
Isolation		Offense Level
<b>Provocation (verbal or nonverbal)</b> Using language or gestures that <b>may incite</b> another person or people to fight.		<b>1</b>
<b>Recklessness</b> Engaging in unintentional, careless behavior that <b>may pose</b> a safety or health risk for yourself or for others.		<b>1</b>
<b>Minor Aggressive Act</b> Engaging in intentional, <b>non-serious but inappropriate physical contact</b> 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.		<b>2</b>
<b>Endangerment</b> 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.		<b>3</b>
<b>PHYSICAL CONFLICT</b>		
<b>Other Aggression</b> 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.	<b>Fighting</b> 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.	<b>Assault</b> 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.
<b>3</b>	<b>4*</b>	<b>4</b>
Involves serious and inappropriate physical contact.  Includes "fighting" where the circumstances do not present a threat to safety.  Similar conduct not meeting the definition of Other Aggression shall be treated as the level 2 offense of "Minor Aggressive Act."	<b>*Due to the mutual involvement of participants, administrators 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 on page 9, above.</b>  Similar conduct not meeting the definition of Fighting shall be treated as the level 3 offense of "Other Aggression."	Involves one person acting against another.  Similar conduct between mutual participants shall be treated as the level 4* offense of "Fighting."
<b>Aggravated Assault</b>  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: <b>teacher or any school employee on school grounds</b> , 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.		<b>5</b> <b>Mandatory report to law enforcement</b>

<b>ALCOHOL, TOBACCO AND OTHER DRUG VIOLATIONS</b>		
<b>Definitions</b>		
<p><b>Drug Violation:</b> Unlawful use, cultivation, manufacture, 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.</p> <p><b>Possession:</b> knowing exercise of dominion or control over an item.</p> <p><b>Use:</b> the act of using or being under the influence.</p> <p><b>Sale:</b> to transfer or exchange an item to another person for anything of value or advantage, present or prospective.</p> <p><b>Share:</b> to allow another person to use or enjoy something that one possesses.</p> <p><b>*Administrators will be granted an automatic waiver of the mandatory, minimum eleven-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 10, above.</b></p>		
Violation		Consequence level
<b>Inappropriate use of Over the Counter Drugs</b> 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.		
	Possession or Use	2
	Sale or Share	3
<b>Inhalants</b> Inhalants include medications, anesthetics, or 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.		
	Possession or Use	4*
	Sale or Share	5
<b>Unknown Drug</b> (if a drug is identified, after an investigation, a different violation may be identified)		
	Possession or Use	4*
	Sale or Share	5
<b>Substance Represented as an Illicit Drug</b> 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
<b>Inappropriate use of Prescription Drugs</b> 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
	Possession or Use	4*
	Sale or Share	5
<b>Illicit Drug</b> Illicit drugs include dangerous drugs, narcotic drugs, marijuana, 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.		Mandatory report to law enforcement
	Possession or Use	4*
	Sale or Share	5
<b>Alcohol Violation</b> 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.		
	Possession or Use	4*
	Sale or Share	5
<b>Tobacco Violation</b> 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 or Use	2
	Sale or Share	3
<b>Possession of Drug Paraphernalia</b> 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



<b>OTHER VIOLATIONS OF SCHOOL POLICIES</b>	
Violation	Consequence Level
<b>Dress Code Violation</b> Wearing clothing that violates dress code guidelines stated by school or district policy.	<b>1</b>
<b>Parking Lot Violation</b> 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.	<b>1</b>
<b>Public Display of Affection</b> Kissing or other inappropriate displays of affection.	<b>1</b>
<b>Other Violation of School Policies and Regulations</b> Committing some other violation of school or district policy or regulation.	<b>1</b>
<b>Inappropriate Language (verbal or nonverbal)</b> Delivering verbal or nonverbal messages that include swearing, name calling, or use of words or gestures in an inappropriate way.  An administrator may treat a student swearing at a staff member as a Level 3 consequence.	<b>2</b>
<b>Contraband</b> Possessing items stated in school policy as prohibited because they may disrupt the learning environment.	<b>2</b>
<b>Combustible</b> Possessing a substance or object that is readily capable of causing bodily harm or property damage. (e.g. matches, lighters)	<b>2</b>
<b>Disruption</b> 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.	<b>2</b>
<b>Gambling</b> Playing games of chance for money or betting a sum of money.	<b>2</b>
<b>Defiance or Disrespect Towards Authority and Non Compliance</b> Engaging in repeated behavior including, but not limited to, refusal to follow directions, or, talking back, or swearing at a staff member or delivers socially rude interactions.	<b>2</b>
<b>Negative Group Affiliation / Illegal Organization</b> 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.	<b>3</b>

<b>ATTENDANCE POLICY VIOLATION (Out of school suspension is not permitted)</b>	
Violation	Consequence Level
<b>Other Attendance Violations</b>  <b>Examples:</b> 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.	<b>1</b>
<b>Tardy</b> Arriving at school or class after the scheduled start time.	<b>1</b>
<b>Unexcused Absence</b> Missing school for an entire day with no acceptable excuse.	<b>1</b>
<b>Leaving School Grounds without Permission</b>  Leaving school grounds or being in an "out-of-bounds" area during regular school hours without principal or designee permission	<b>1</b>
<b>Truancy</b> Having an unexcused absence for at least one class period during the day (applies to students aged 6-16).	<b>1</b>

<b><u>DISHONESTY</u></b>	
Violation	Action Level
<b>Cheating</b> 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
<b>Forgery</b> Falsely and fraudulently making or altering a document, including hall passes and parent signatures.	2
<b>Lying</b> Making an untrue statement with the intention to deceive or to create a false or misleading impression.	2
<b>Plagiarism</b> Stealing and passing off the ideas or words of another as one's own, including material obtained online.	2

<b><u>TRESPASSING; VANDALISM OR CRIMINAL DAMAGE</u></b>	
Definitions	
<b>Criminal damage:</b> 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. Administrators may consider acts of vandalism that result in damages exceeding \$5,000 in value at a Level 4.	
<b>Example:</b> Substantial destruction of copy machines, vehicles, science or computer equipment.	
Violation	Action Level
<b>Trespassing</b> 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 chief administrator or designee of the facility, campus or function.	2
<b>Graffiti or Tagging</b> Writing on walls; drawings or words painted or sprayed on walls or other surfaces that can be easily removed with soap or cleaner.	2
<b>Vandalism of Personal property</b> Destroying or defacing personal property.	3
<b>Vandalism of School Property</b> Destroying or defacing school property. <b>Examples:</b> Destroying school computer records, carving initials or words in desk top, spray painting on walls, damaging vehicles.	3

<b><u>ARSON</u></b>	
Definitions	
<b>Structure:</b> a building or place with sides and a floor used for lodging, business, transportation, recreation, or storage <b>Occupied structure:</b> 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. <b>Property:</b> anything other than a structure that is owned and has value of any kind (e.g., a backpack, school book, clothing, etc.). <b>Damage:</b> as used here, means a tangible or visible impairment to a surface. <b>Reckless Burning:</b> recklessly causing a fire or explosion resulting in damage to a structure, wild land, or property.	
Violation	Action Level
<b>Arson of a Structure or Property</b> Knowingly and unlawfully damaging a structure or property by knowingly causing a fire or explosion. 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
<b>Arson of an Occupied Structure</b> Knowingly and unlawfully damaging an occupied structure by knowingly causing a fire or explosion.	<b>5</b> <b>Mandatory report to law enforcement and Fire Dept.</b>
Administrators may consider acts of arson that are only reckless as opposed to knowing or intentional, or that damage property with a value under \$5,000, at level 4. Please see the definition of Reckless Burning above.	

<b>TECHNOLOGY, IMPROPER USE OF</b>	
Violation	Action Level
<b>Telecommunication Device or Other Technology</b>  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 an administrator in accordance with the Code of Conduct. (see Policy JICJ) : may be elevated to a level violation but cannot result in out of school suspension.  <b>Examples:</b> use of telecommunication devices (cell phones, pagers, etc.) or other technology (gaming systems, iPods, iPads, Tablets, etc) for a non-instructional purpose.	2
<b>Computer or Network Violation</b> : may not be elevated to level .  <b>Examples (Computer):</b> 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 an administrator, vandalism of computers or computer equipment.  <b>Examples (Network):</b> Posting videos of fights onto social media, use of 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.	3
<b>HARASSMENT AND THREAT, INTIMIDATION</b>	
Violation	Action Level
<b>Threat or Intimidation</b>  Indicating, by words or conduct, the intent to cause physical injury or serious damage to a person or their property, or intentionally places another person in reasonable apprehension of imminent physical injury. This may include threats or intimidation that occurs online or through a telecommunication device.	3
<b>Bullying</b>  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. 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 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).	3
<b>Harassment, nonsexual</b>  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.  : ullying and e ual arassment are types of arassment. ndicate arassment, nonse ual if the violation is not specifically ullying or e ual arassment, or if the specific type of harassment is not known.	3
<b>Hazing</b>  Comitting an act against another student, in which <u>both</u> of the following apply: 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.  *Administrators <u>may</u> treat incidents of hazing at a Level 4 in consultation with the Discipline Review Team.	3

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<b>SCHOOL THREAT OR INTERFERENCE</b>	
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.	
Isolation	Action Level
<b>Fire Alarm Misuse</b> Intentionally ringing fire alarm when there is no fire.	4
<b>Other School Threat (Verbal)</b> Making a verbal School Threat.	4
<b>Bomb Threat</b> Threatening to cause harm by using or threatening to use a bomb, or arson-causing device.	5 Expulsion required by law
<b>Chemical or Biological Threat</b> Threatening to cause harm using dangerous chemicals or biological agents.	
<b>Other School Threat</b>  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).	

<b>SEXUAL OFFENSES</b>	
Isolation	Action Level
<b>Harassment, Sexual</b>  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), or physical conduct of a sexual nature.	3
<b>Pornography</b>  Possessing or providing sexually explicit and obscene depictions of persons, in words or images. <b>Examples:</b> 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
<b>Harassment, Sexual with contact</b> Committing sexual harassment that includes physical contact.	4
<b>Indecent Exposure or Public Sexual Indecency</b> Engaging in sexual acts or public sexual indecency.  <b>Examples:</b> 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
<b>Sexual Assault or Rape</b> 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

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<b><u>THEFT</u></b>	
Isolation	Sanction level
<b>Petty Theft</b> Stealing cash, or property, valued under \$100.	<b>2</b>
<b>Theft – School Property or Non-School Property</b>  Knowingly: <ul style="list-style-type: none"> <li>b. Controls property of another with the intent to deprive the other person of such property; or</li> <li>c. Converts for an unauthorized term or use services or property of another entrusted to the defendant or placed in the defendant's possession for a limited, authorized term or use; or</li> <li>d. 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</li> <li>e. 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</li> <li>f. Controls property of another knowing or having reason to know that the property was stolen; or</li> <li>g. Obtains services known to the defendant 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.</li> </ul>	<b>3</b>
<b>Burglary or Breaking and Entering</b>  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.	<b>4</b>
<b>Extortion</b>  Knowingly obtaining or seeking to obtain property or services by means of a threat to do in the future any of the following: <ul style="list-style-type: none"> <li>1. Cause physical injury to anyone by means of a deadly weapon or dangerous instrument.</li> <li>2. Cause physical injury to anyone except as provided in paragraph 1 of this subsection.</li> <li>3. Cause damage to property.</li> <li>4. Engage in other conduct constituting an offense.</li> <li>5. Accuse anyone of a crime or bring criminal charges against anyone.</li> <li>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.</li> <li>7. Take or withhold action as a public servant or cause a public servant to take or withhold action.</li> <li>8. Cause anyone to part with any property.</li> </ul>	<b>4</b>
<b>Robbery</b>  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.	<b>4</b>
<b>Armed Robbery</b>  Committing robbery (see definition above) 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.	<b>5</b>  <b>Mandatory report to law enforcement</b>
<b>Burglary (First Degree)</b>  Entering or remaining unlawfully in or on a residential structure or yard or a nonresidential structure or in a fenced commercial with the intent to commit any theft or any felony therein) and knowingly possessing explosives, a deadly weapon or a dangerous instrument in the course of committing any theft or any felony.	<b>5</b>  <b>Mandatory report to law enforcement</b>



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<b><u>WEAPONS AND DANGEROUS ITEMS (POSSESSION OF)</u></b>	
Policy for more details on weapons in school	
Isolation	Violation Level
<p><b>Dangerous Items</b></p> <p>Possessing a knife with a blade length of less than 2.5 inches, air soft gun, b.b.gun, laser pointer, letter opener, mace/pepper spray, paintball gun, pellet gun, razor blade/box cutter, simulated knife, taser or stun gun, tear gas, firecrackers, smoke and stink bombs, gas, lighter fluid, and 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><b>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.</b></p>	3
<p><b>Other Weapons</b></p> <p>Possessing a billy club, brass knuckles, knife with a blade length of at least 2.5 inches, nunchakus.</p> <p><b>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.</b></p>	4
<p><b>Simulated Firearm</b></p> <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><b>If the simulated firearm is used to threaten or intimidate, the violation will be considered a level 4.</b></p>	3
<p><b>Firearms</b></p> <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 administrator.</p> <p><b>“Firearm”</b> 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><b>“Other Firearms”</b> –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>: This definition does not apply to items such as toy guns, colorful plastic water guns, cap guns, bb guns, and pellet guns</p>	<p>5</p> <p><b>Expulsion required by law</b></p> <p><b>Mandatory report to law enforcement</b></p>



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## Discipline-Related Policies

olicies are available upon request at all school sites, family centers, the central office, and online.

### **Student Attendance Policy (JE)**

<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JE>

Good attendance in school enables students to act as responsible members of the community.

### **Bullying, Intimidation and Harassment Policy (JICK)**

<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JICK>

The District does not tolerate bullying in any form. Further, the District shall investigate each complaint of bullying and will take appropriate, timely, and responsive action.

### **Cell Phone and Electronic Device (JICJ)**

<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JICJ>

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 specific conditions and guidelines.

### **Dress Code Policy (JICA)**

<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JICA>

This policy and regulation specifies the standards of dress and grooming that promote a safe school setting conducive to a positive learning environment.

### **Equal Educational Opportunities and Anti-Harassment Policy (JB)**

<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JB>

The right of a student to participate fully in classroom instruction shall not be abridged or impaired because of race, color, religion, sex, sexual orientation, age, national origin, and disability, or any other reason not related to the student's individual capabilities.

### **Interviews, Searches and Arrests (JIH)**

<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JIH>

School administrators have the right to interview students and search and seize property-including school property that has been temporarily assigned to students. School administrators and staff will cooperate with law enforcement when attempting to locate a student for a warrant or subpoena.

### **Weapons (JICI)**

<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JICI>

Weapons are not allowed on any campus/property without prior authorization by a school administrator.

### **Bus Rules (EEA)**

<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-EEA>

Riding is a privilege; parents 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.

ules	
Always comply with bus driver's/monitor's directions	Use classroom voice (no profanity/loud noises/intimidation)
Remain seated; keep hands, feet, and head inside bus	All personal possessions must be under control at all times
Keep unauthorized materials and substances off bus	No eating or drinking on the bus
afety recautions	
Know the correct bus route # and route to/from the bus stop; ALWAYS board/depart bus at correct stop known by parent	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 for Suspension and Expulsion**

Regulations are available upon request at all school sites, family centers, the central office, and online.

#### **Student Discipline – Short Term Suspension (JK-R1)**

**<http://govboard.tusd1.org/Policies-and-Regulations/Regulation-Code-JK-R1>**

This regulation explains the process for short-term suspensions (1 – 10 Days).

#### **Student Discipline – Long Term Suspension (JK-R2)**

**<http://govboard.tusd1.org/Policies-and-Regulations/Regulation-Code-JK-R2>**

This regulation explains the process for long-term suspensions (11 – 180 Days).

#### **Student Discipline – Expulsion (JK-R3)**

**<http://govboard.tusd1.org/Policies-and-Regulations/Regulation-Code-JK-R3>**

This regulation explains the process for expulsions.

#### **Student Discipline – Suspension Abeyance Contract Regulation (JK-R4)**

**<http://govboard.tusd1.org/Policies-and-Regulations/Regulation-Code-JK-R4>**

Administrators may offer to hold a suspension in “abeyance” (to not instantly enforce the suspension) if

- (1) the administrator believes it is in the best interests of the student and the school community,
- (2) the student and parent/legal guardian agree to certain conditions, and
- (3) the student and parent 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**

Information about , s, and lars can be found at <http://www.tusd.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 10<sup>th</sup> day of suspension**

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. Refer to the Exceptional Education web page for more information**

<http://www.tusd.org/departments/exceptional-education> .

[       ]

## Rights and Responsibilities

<ul style="list-style-type: none"> <li>• Learn in a safe, clean, orderly and positive climate that is unbiased, nonjudgmental, and free from prejudice, discrimination, verbal or physical threats and abuse.</li> <li>• Receive appropriate accommodations to meet individual needs. (as supported by documentation)</li> <li>• Be treated with respect and in a fair and equitable manner by teachers and administrators.</li> <li>• Due process of law.</li> <li>• Have school rules that are enforced in a consistent, fair and reasonable manner.</li> <li>• Be free from retaliation, from fear of retaliation, and from sex discrimination and sexual harassment at school, including dating abuse.</li> <li>• 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 site administration immediately.</li> <li>• Receive a copy of this Code.</li> <li>• Have access to school assignments/homework while serving a disciplinary suspension and have options for alternative instructional opportunities for any long term suspension.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Make positive contributions to an environment that allows fellow students to be free from discrimination, harassment, hazing and bullying.</li> <li>• Make up work resulting from an absence.</li> <li>• Respect the rights, feelings, and property of fellow students, parents, school staff, visitors, guests, and school neighbors.</li> <li>• 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.</li> <li>• Display behavior that does not compromise the safety of other students and/or staff.</li> <li>• Follow discipline guidelines adopted by the school and District.</li> <li>• Protect and take care of the school's property.</li> <li>• Read and ask questions to understand the information in the Code of Conduct.</li> </ul>
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A            A    A	A            A    A
<ul style="list-style-type: none"> <li>• Request and be granted conferences with teachers, counselors and/or the principal.</li> <li>• Receive explanations from teachers about their student's grades and disciplinary procedures.</li> <li>• Access and review school records pertaining to their student.</li> <li>• Receive a copy of this Code.</li> <li>• 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)</li> <li>• Request an interpreter or translator at any step of the disciplinary process.</li> <li>• Request a review of all disciplinary actions relating to their student.</li> <li>• Direct their student's education, upbringing and moral/religious training.</li> <li>• 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, unless the incident has first been reported to law enforcement and notification of the parent 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.</li> <li>• Be treated in a manner that is respectful of and responsive to their cultural traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend school daily according to school district adopted Communicate and collaborate with teachers to support student achievement.</li> <li>• Attempt to participate and be active at their student's school.</li> <li>• Be partners with school staff by sharing appropriate ideas for improving student learning and by helping to prevent and/or resolve student discipline problems.</li> <li>• Provide supervision of the student's health, physical and emotional well being, and assume responsibility for the student's timely regular attendance.</li> <li>• Promptly provide the school with explanations for student absences or tardiness.</li> <li>• Ensure student compliance with school and district policies and regulations.</li> <li>• Read and ask questions to understand the information in this Code.</li> <li>• Reinforce the importance of students' adherence to values and behaviors described in this Code.</li> </ul>

## 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. Dep't of Educ. (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. 2020

### 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:

The Family Policy Compliance Office, U.S. Dep't 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 Administrative Regulation 5130). 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.

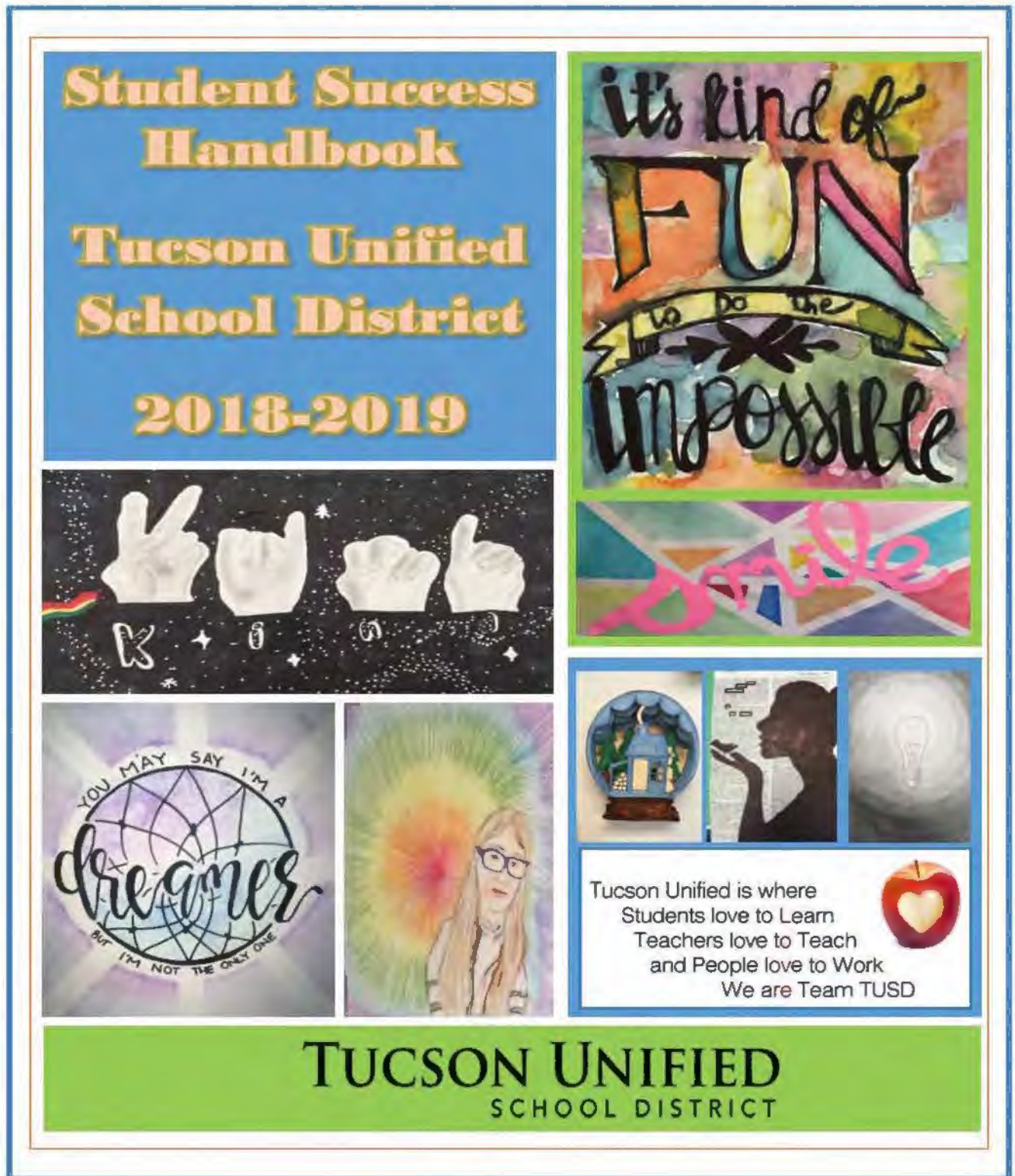
If you do not want TUSD to disclose directory information from your child's education records without your prior written consent, you must notify TUSD on TUSD Form 274, prior to October 1st. TUSD has designated the following information as directory information:

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.



DRAFT



SPECIAL THANKS TO THE TUSD STUDENTS WHO SUBMITTED ARTWORK FOR THE CODE

*Copies of this booklet are available in Spanish on the reverse side of this booklet and can be obtained online at [www.tusd1.org](http://www.tusd1.org). (follow the link to "Student Rights"). Las copias en Español de este folleto están disponible al dorso de este folleto y se pueden obtener en línea en [www.tusd1.org](http://www.tusd1.org).*



[safety, discrimination, table of contents, back of the cover page *LEFT*]

***YOUR SCHOOL IS A SAFETY ZONE***

***IF YOU SEE IT***

violence weapons on-tudents rugs ights angssaults ruancy raffiti hreats

***R E P O R T I T!***

CONFIDENTIALITY GUARANTEED

**TELL A SCHOOL OFFICIAL OR CALL THE**

***SAFETY MESSAGE LINE 584-7680***

- MESSAGES CHECKED HOURLY DURING SCHOOL -

- MESSAGES CHECKED DAILY ON NON-SCHOOL DAYS -

## 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.

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[acknowledgement form: tear out, TUSD logo on back *RIGHT*]

## CODE OF CONDUCT

### 2018-19 SCHOOL YEAR ACKNOWLEDGEMENT FORM

This form must be signed and dated by you and your parent/guardian after reviewing the 2018-19 Code of Conduct. **This form must be returned to your school within 5 days of receiving it.**

The Tucson Unified School District strives to be one of the best school districts in the country. We can accomplish this mission by working as a team with you, faculty, staff, parents and the community. You, the students, are the most critical members of this team. Your success as a valued and critical member of the team can be measured when:

- **You take responsibility for your actions**
- **You help create a positive school culture and climate**
- **You are proud of your school**
- **You always do your best**

With your commitment to excellence, safety, personal responsibility, and kindness, we will continue to grow and excel!

I acknowledge that I have read and reviewed the information in this document with my child.

---

PARENT SIGNATURE & DATE (PLEASE PRINT LEGIBLY)

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STUDENT SIGNATURE & DATE (PLEASE PRINT LEGIBLY)

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SCHOOL, GRADE & TEACHER (HOMEROOM) (PLEASE PRINT LEGIBLY)

[TUSD logo on back of cknowledgement form *LEFT*]

**TUCSON UNIFIED**  
SCHOOL DISTRICT

[RIGHT]

# 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. 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:**

Michael Hicks, President; Krystal Ann Foster, Clerk; Dr. Mark Stegeman; Adelita Grijalva; Rachael Sedgwick

## 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 and parents to create safe, supportive, and inclusive learning environments.
- Striving to keep students in learning environments. ~~whenever possible.~~
- 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 shall 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”)
- 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, athletic events)
- While students are being transported on a school bus or vehicle used for school purposes
- 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 Discipline Review Team is made up of the Discipline Director and the Compliance Liaison. The Team monitors discipline on a bi-weekly, weekly, monthly, and quarterly basis. The Team reviews and approves requests for elevated consequences, and jointly reviews suspensions with administrators.

### *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 [www.tusd1.org](http://www.tusd1.org) (follow the link to “Student Rights”). Students, parents, or guardians may make a complaint with the site principal, assistant principal, the Discipline Review Team at 225-4316, or online at [www.tusd1.org/deseg](http://www.tusd1.org/deseg) related to discrimination, harassment, hazing, dating abuse, bullying, or unfair disciplinary actions.



**[RIGHT]****Restorative Practices*****What Are Restorative Practices?***

Restorative strategies are practices 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 administrators. 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, administrators, 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, and school administrators. 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)*****What is 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.



**[LEFT]**  
**Exclusionary Consequences**

### ***What Are Exclusionary Consequences?***

Disciplinary consequences that remove a student from classroom instruction for longer than thirty minutes, or longer than one class period. These include positive alternatives to suspension (see page 5, below) settings or programs, in-school suspension, out-of-school suspensions, and expulsions.

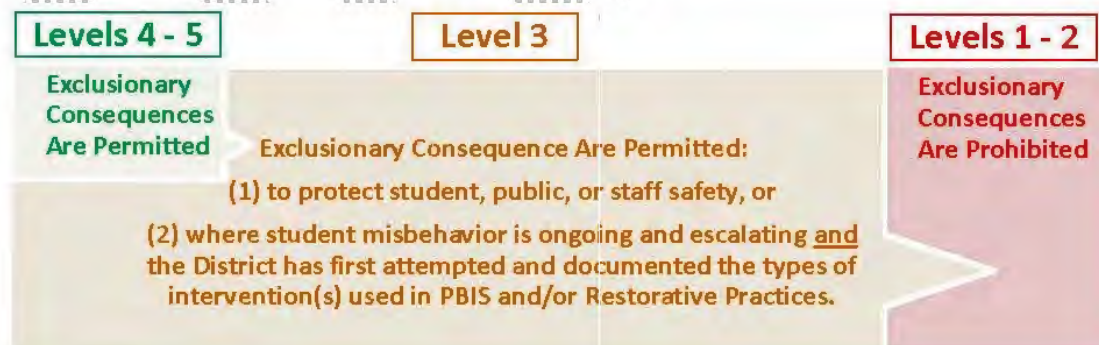


### ***What Is TUSD's Position On The Use Of Exclusionary Consequences?***

TUSD is committed to ensuring that consequences that remove students ~~kids~~ 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?***

While prioritizing student, staff, and public safety, exclusionary consequences apply as follows:



If Exclusionary Consequences are imposed, students will have fair due process that includes an opportunity to appeal (see information on due process below, pages 6-7 see Policy JK and accompanying regulations). 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 student, staff, or visitor safety.

[RIGHT]

Positive Alternatives to Out-Of-School Suspension*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 suspension days. The administrator, parent, 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 ADMINISTRATORS  
WHEN A STUDENT HAS VIOLATED THE FOLLOWING INFRACTIONS:  
MUTUAL COMBAT (FIGHTING); POSSESSION OR USE OF DRUGS OR ALCOHOL.**

*Positive Intervention Centers (PICs)*

The District designed PICs so that a teacher can provide to provide a student a short time (no more than 30 minutes or no more than the remainder of one class period) and a positive and supportive environment to de-escalate if they are feeling angry, overwhelmed or in need of a time-out. The teacher in the PIC will have the student 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. PICs are available at all-most middle schools, high schools, and large K-8 schools.

The PIC process is not designed as a substitute for the placement review committee process (see A.R.S. § 15-841 and the TEA Consensus Agreement)

*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).

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

ISS is an alternative to short-term suspension where students may be supervised by a highly qualified teacher or other staff member. ~~The s~~Students ~~in ISS~~ 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 will provide students in grades 6-12 with the opportunity to continue their education and reflect on the underlying behaviors and circumstances that led to the inappropriate behavior. DAEP will assist students in learning appropriate behaviors and making better choices so they can be a successful student when they are restored to their home school.

**[LEFT]**  
**Basic Due Process**

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.

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

- The principal 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 ~~an ongoing threat of disrupting~~ **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 if possible the first or second day

- The principal **calls the parent**, gives the notice of suspension to the student, and sends a copy to the parent on the **1st day** of suspension
- Parents may meet with the principal within the **1st or 2nd day** of the suspension. The principal may offer an abeyance contract or parent may appeal the decision to the Assistant Superintendent within three school days.
- If appealed, the Assistant Sup't or designee must review the decision within **3 school days**, affirm or reduce the discipline, and notify the parent and principal **as soon as possible**.



**[RIGHT]**  
**Formal Due Process**

Administrators 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 6 (the short-term pending long-term suspension period will count towards the long-term suspension). Once an administrator 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.

**Student Rights**  
including the right to representation by a parent and/or legal counsel (parents can be present at all proceedings)

- Reasonable access to ~~nonprivileged~~ 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 ~~adverse~~ evidence and witnesses at the hearing
- To have the testimony presented and ~~saved~~ ~~preserved~~
- 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 an administrator recommends expulsion, the District must follow procedures outlined in Regulation JK-R3.

**Notice of suspension and hearing to parent by the third school day of the short-term suspension**

- At the beginning of the process for a long term suspension, the principal must send the notice of suspension and hearing to the parent by the **third school day** of the short-term pending long-term suspension
- **On or before the day the notice is sent**, the Principal must make a reasonable attempt to communicate verbally to the parent 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 must send the decision within **3 school days**
- Parent may appeal within **3 school days** of receipt; the Assistant Sup’t or designee must review within **5 school days** and notify the parent and principal **as soon as possible**.
- The parent may further appeal to Governing Board within **5 school days** from receiving notice from the Assistant Sup’t
- Board must decide within **10 days** after reviewing the record

**[LEFT]****Action Levels**

GUIDANCE	<p>When considering actions, sites strive to implement Restorative Practices and to keep students in their classroom 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.</p> <p>The chart below lists actions that may be taken by school administration as the result of a violation. The Action Level identifies maximum action for violations assigned to that level. Multiple actions may be applied to a single violation. <b>Actions listed in bold are the minimum and mandatory action for that level of violation. For all violations, parent notification and student conference are mandatory.</b></p>			
LEVEL 1	<p>Before referring a matter to site administration, classroom teachers are expected to employ <b><i>at least three classroom-level interventions every <u>semester</u> – with proper documentation – for a Level 1 offense.</i></b></p> <table><tr><td><ul style="list-style-type: none"><li>• <b>Parent Notification and Conference Request</b></li><li>• <b>Student Conference</b></li><li>• Restorative Circle or Conference (<a href="#">see page 3</a>)</li><li>• Verbal/Written Apology</li><li>• Reflective Essay</li><li>• Warning</li></ul></td><td><ul style="list-style-type: none"><li>• Detention (before/after school; lunch)</li><li>• Saturday School</li><li>• Time Out (not to exceed 30 minutes)</li><li>• Reassignment To Different Class</li><li>• Suspended Privileges</li><li>• Community Service (not work detail)</li><li>• Restitution</li><li>• Teen Court</li><li>• Referred to Outside Agency</li></ul></td><td><ul style="list-style-type: none"><li>• Meeting With Counselor</li><li>• Peer Mediation</li><li>• Functional Behavioral Assessment</li><li>• Behavior Contract</li><li>• Behavior Intervention Group</li><li>• Behavior Learning Packets</li><li>• Behavior Intervention Plan</li><li>• Other Action (consistent w/other Level 1 interventions).</li></ul></td></tr></table> <p><i>*Some actions may not be available at all sites</i></p>	<ul style="list-style-type: none"><li>• <b>Parent Notification and Conference Request</b></li><li>• <b>Student Conference</b></li><li>• Restorative Circle or Conference (<a href="#">see page 3</a>)</li><li>• Verbal/Written Apology</li><li>• Reflective Essay</li><li>• Warning</li></ul>	<ul style="list-style-type: none"><li>• Detention (before/after school; lunch)</li><li>• Saturday School</li><li>• Time Out (not to exceed 30 minutes)</li><li>• Reassignment To Different Class</li><li>• Suspended Privileges</li><li>• Community Service (not work detail)</li><li>• Restitution</li><li>• Teen Court</li><li>• Referred to Outside Agency</li></ul>	<ul style="list-style-type: none"><li>• Meeting With Counselor</li><li>• Peer Mediation</li><li>• Functional Behavioral Assessment</li><li>• Behavior Contract</li><li>• Behavior Intervention Group</li><li>• Behavior Learning Packets</li><li>• Behavior Intervention Plan</li><li>• Other Action (consistent w/other Level 1 interventions).</li></ul>
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LEVEL 2	<p>Any Action from the prior level(s) <b><u>may</u></b> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Restorative Conference and/or Restorative Circle (<a href="#">see page 3</a>)</b></li><li>• Social Skills Groups and/or Mentoring may be facilitated by a counselor, social worker, or other qualified staff.</li></ul>			
LEVEL 3	<p>Any Action from the prior level(s) <b><u>may</u></b> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Restorative Conference and/or Restorative Circle (<a href="#">see page 3</a>)</b></li><li>• 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 site has first attempted and documented the types of intervention(s) used in PBIS or Restorative Practices).</li></ul>			
LEVEL 4	<p>Any Action from the prior level(s) <b><u>may</u></b> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Restorative Conference and/or Restorative Circle (upon re-entry to school) (<a href="#">see page 3</a>)</b></li><li>• <b>Out of School Suspension and/or Abeyance – Long-Term (11-30 Days) (<i>except for the violations listed below</i>)</b></li></ul> <p><b>*Mutual Combat. First offense:</b> three day suspension with two days waived if student participates in mediation. <b>Second offense:</b> <del>eleven day suspension with eight days held in abeyance if student participates in mediation. six to nine day suspension with three days waived if student participates in mediation.</del></p> <p><b>*Possession or Use of Drugs or Alcohol. First offense:</b> three day suspension with two days waived if student agrees to attend substance abuse workshop and, upon return to school, an intake interview and search for drugs or alcohol. <b>Second offense:</b> <del>eleven day suspension with eight days held in abeyance</del> if student agrees to attend drug or alcohol use workshop and, upon return to school, an intake interview, and search for drugs or alcohol.</p>			
LEVEL 5	<p>Any Action from the prior level(s) <b><u>may</u></b> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Out of School Suspension and/or Abeyance – Long-Term (11-180 Days)</b></li><li>• <b>Restorative Conference and/or Restorative Circle (upon re-entry to school) (<a href="#">see page 3</a>)</b></li><li>• Expulsion</li></ul>			

**[RIGHT]****Guidelines for Applying Consequences****IMPORTANT INFORMATION**

1. Nothing in the Code shall prevent school personnel from protecting campus safety as appropriate.
2. Principals and assistant principals (APs) must communicate with the Discipline Review Team immediately to jointly review suspensions (the Team will still review the use of ISI and abeyances).
3. Principals and APs at the elementary level (Pre-K-5<sup>th</sup> Grade) **shall consider** all violations, with the exception of possession of firearms or any incidence of threat to an educational institution, at one level lower than that of the actual violation.
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 interventions, attendance, etc.). Requests must first be submitted to the Discipline Review Team to review whether the teachers and/or administrators have attempted to effectively implement interventions to address any underlying or unresolved issues. **If approved,** the Discipline Review Team will forward the request to the Assistant Superintendent for final approval. A consequence may be elevated one level after three repeated violations in a semester (with attempted and documented interventions) or to protect campus safety, and may be elevated another level not to exceed level 3 (or, only in rare circumstances, level 4 or 5) after another three violations (with attempted and documented interventions) within the same.
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. Mutual Combat (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 ~~and second~~ offense (a second fight may result in a long-term suspension if approved by the Discipline Review Team and 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 ~~will~~may be held equally accountable for the violation.
8. All parent conferences will be made in a timely manner. Parents 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.
9. Attempted violations 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 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.** An administrator must immediately notify an Assistant Superintendent and the Discipline Review Team 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.



[LEFT]  
**Violation Charts**

**The Arizona Department of Education has identified the following violations:**

<b>AGGRESSION</b>	
Violation	Violation Level
<b>Provocation (verbal or nonverbal)</b> Using language or gestures that <b>may incite</b> another person or people to fight.	<b>1</b>
<b>Recklessness</b> Engaging in unintentional, careless behavior that <b>may pose</b> a safety or health risk for yourself or for others.	<b>1</b>
<b>Minor Aggressive Act</b>  Engaging in intentional, <b>non-serious but inappropriate physical contact</b> 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.	<b>2</b>
<b>Endangerment</b>  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 no campus, <del>running down a hallway, riding a bike on campus,</del> etc.	<b>3</b>
<b>Other Aggression</b>  Using other acts of aggression not specifically listed within the Aggression section including, but not limited to, intentional, <b>serious and inappropriate physical contact</b> including, but not limited to, any example listed under “Minor Aggressive Act” that may result in a serious physical injury.	<b>3</b>
<b>Mutual Combat (Fighting)</b>  A fight is defined as a physical altercation in which both parties are willing participants <del>, where a preponderance of evidence notes that both parties</del> 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 <del>in the physical altercation/fight, and where the circumstances present a threat to safety because of the number of participants or the intensity and violence of the conduct.</del>  *Due to the mutual involvement of participants, administrators will be granted an automatic waiver of the mandatory <b>minimum, eleven-day</b> long-term suspension normally used at this level for a first <del>or second offense.</del> See specific guidelines for mutual combat consequences on page 10, above.	<b>4*</b>
<b>Assault</b>  <u>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. Assault involves one person acting against another person (different from “mutual” combat”)</u>  <del>1. Intentionally, knowingly or recklessly causing any physical injury to another person; 2. Intentionally placing another person in reasonable apprehension of imminent physical injury; 3. Knowingly touching another person with the intent to injure, insult or provoke such person.</del>	<b>4</b>
<b>Aggravated Assault</b>  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: law enforcement officer, prosecutor, firefighter, EMT/Paramedic engaged in official duties, teacher or any school employee on school grounds, 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.	<b>5</b>  <b>Mandatory report to law enforcement</b>

**[RIGHT]**

<b>ALCOHOL, TOBACCO AND OTHER DRUG VIOLATIONS</b>		
<b>Definitions</b>		
<p><b>Drug Violation:</b> Unlawful use, cultivation, manufacture, 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.</p> <p><b>Possession:</b> knowing exercise of dominion or control over an item.</p> <p><b>Use:</b> the act of using or being under the influence.</p> <p><b>Sale:</b> to transfer or exchange an item to another person for anything of value or advantage, present or prospective.</p> <p><b>Share:</b> to allow another person to use or enjoy something that one possesses.</p> <p><b>*Administrators will be granted an automatic waiver of the mandatory, <u>minimum eleven-day</u> 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 10, above.</b></p>		
Violation		Consequence level
<b>Inappropriate use of Over the Counter Drugs</b> 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.		
	<b>Possession or Use</b>	<b>2</b>
	<b>Sale or Share</b>	<b>3</b>
<b>Inhalants</b> Inhalants include medications, anesthetics, or 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.		
	<b>Possession or Use</b>	<b>4*</b>
	<b>Sale or Share</b>	<b>5</b>
<b>Unknown Drug</b> (if a drug is identified, after an investigation, a different violation may be identified)		
	<b>Possession or Use</b>	<b>4*</b>
	<b>Sale or Share</b>	<b>5</b>
<b>Substance Represented as an Illicit Drug</b> A substance that is not an illicit drug but that is represented as, and could be perceived as being, an illicit drug.		
	<b>Possession or Use</b>	<b>4*</b>
	<b>Sale or Share</b>	<b>5</b>
<b>Inappropriate use of Prescription Drugs</b> Medicines obtained with the lawful prescription of a health care professional. Inappropriate use includes any use other than that described by the prescription.		<b>Mandatory report to law enforcement</b>
	<b>Possession or Use</b>	<b>4*</b>
	<b>Sale or Share</b>	<b>5</b>
<b>Illicit Drug</b> Illicit drugs include dangerous drugs, narcotic drugs, marijuana, 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.		<b>Mandatory report to law enforcement</b>
	<b>Possession or Use</b>	<b>4*</b>
	<b>Sale or Share</b>	<b>5</b>
<b>Alcohol Violation</b> 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.		
	<b>Possession or Use</b>	<b>4*</b>
	<b>Sale or Share</b>	<b>5</b>
<b>Tobacco Violation</b> 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, <u>vapes or vape pens</u> , and hookah sticks), at school-sponsored events and on school-sponsored transportation.		
	<b>Possession or Use</b>	<b>2</b>
	<b>Sale or Share</b>	<b>3</b>
<b>Possession of Drug Paraphernalia</b> 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 .		
	<b>Possession or Use</b>	<b>2</b>
	<b>Sale or Share</b>	<b>3</b>

**[LEFT]**

<b>OTHER VIOLATIONS OF SCHOOL POLICIES</b>	
Violation	Violation Level
<b>Dress Code Violation</b> Wearing clothing that violates dress code guidelines stated by school or district policy.	<b>1</b>
<b>Parking Lot Violation</b> 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.	<b>1</b>
<b>Public Display of Affection</b> Kissing or other inappropriate displays of affection.	<b>1</b>
<b>Other Violation of School Policies and Regulations</b> Committing some other violation of school or district policy or regulation.	<b>1</b>
<b>Inappropriate Language (verbal or nonverbal)</b> Delivering verbal or nonverbal messages that include swearing, name calling, or use of words or gestures in an inappropriate way.	<b>2</b>
<b>Contraband</b> Possessing items stated in school policy as prohibited because they may disrupt the learning environment.	<b>2</b>
<b>Combustible</b> Possessing a substance or object that is readily capable of causing bodily harm or property damage. (e.g. matches, lighters)	<b>2</b>
<b>Disruption</b> 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.	<b>2</b>
<b>Gambling</b> Playing games of chance for money or betting a sum of money.	<b>2</b>
<b>Defiance or Disrespect Towards Authority and Non Compliance</b> Engaging in repeated behavior including, but not limited to, refusal to follow directions, or, talking back, or swearing at a staff member or delivers socially rude interactions.	<b>2</b>
<b>Negative Group Affiliation / Illegal Organization</b> 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.	<b>3</b>

<b>ATTENDANCE POLICY VIOLATION (Out of school suspension is not permitted)</b>	
Violation	Violation Level
<b>Other Attendance Violations</b>  <b>Examples:</b> 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.	<b>1</b>
<b>Tardy</b> Arriving at school or class after the scheduled start time.	<b>1</b>
<b>Unexcused Absence</b> Missing school for an entire day with no acceptable excuse.	<b>1</b>
<b>Leaving School Grounds without Permission</b>  Leaving school grounds or being in an "out-of-bounds" area during regular school hours without principal or designee permission	<b>1</b>
<b>Truancy</b> Having an unexcused absence for at least one class period during the day (applies to students aged 6-16).	<b>1</b>

**[RIGHT]**

<b><u>DISHONESTY</u></b>	
Violation	Action Level
<b>Cheating</b> 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.	<b>2</b>
<b>Forgery</b> Falsely and fraudulently making or altering a document, including hall passes and parent signatures.	<b>2</b>
<b>Lying</b> Making an untrue statement with the intention to deceive or to create a false or misleading impression.	<b>2</b>
<b>Plagiarism</b> Stealing and passing off the ideas or words of another as one's own, including material obtained online.	<b>2</b>

<b><u>TRESPASSING; VANDALISM OR CRIMINAL DAMAGE</u></b>	
Definitions	
<b>Criminal damage:</b> 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. Administrators may consider acts of vandalism that result in damages exceeding \$5,000 in value at a Level 4.	
<b>Example:</b> Substantial destruction of copy machines, vehicles, science or computer equipment.	
Violation	Action Level
<b>Trespassing</b> 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 chief administrator or designee of the facility, campus or function.	<b>2</b>
<b>Graffiti or Tagging</b> Writing on walls; drawings or words painted or sprayed on walls or other surfaces that can be easily removed with soap or cleaner.	<b>2</b>
<b>Vandalism of Personal property</b> Destroying or defacing personal property.	<b>3</b>
<b>Vandalism of School Property</b> Destroying or defacing school property. <b>Examples:</b> Destroying school computer records, carving initials or words in desk top, spray painting on walls, damaging vehicles.	<b>3</b>

<b><u>ARSON</u></b>	
Definitions	
<b>Structure:</b> a building or place with sides and a floor used for lodging, business, transportation, recreation, or storage <b>Occupied structure:</b> 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. <b>Property:</b> anything other than a structure that is owned and has value of any kind (e.g., a backpack, school book, clothing, etc.). <b>Damage:</b> as used here, means a tangible or visible impairment to a surface. <b>Reckless Burning:</b> recklessly causing a fire or explosion resulting in damage to a structure, wild land, or property. <del>(see A.R.S. § 13-1702).</del>	
Violation	Action Level
<b>Arson of a Structure or Property</b> Knowingly and unlawfully damaging a structure or property by knowingly causing a fire or explosion. 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.	<b>4</b>
<b>Arson of an Occupied Structure</b> Knowingly and unlawfully damaging an occupied structure by knowingly causing a fire or explosion.	<b>5</b> <b>Mandatory report to law enforcement and Fire Dept.</b>
Administrators may consider acts of arson that are only reckless as opposed to knowing or intentional, or that damage property with a value under \$5,000, at level 4. Please see the definition of Reckless Burning above.	

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<b>TECHNOLOGY, IMPROPER USE OF</b>	
iolation	ction level
<b>Telecommunication Device or Other Technology</b>  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 an administrator in accordance with the Code of Conduct. (see Policy JICJ) : may be elevated to a level violation but cannot result in out of school suspension.  <b>Examples:</b> use of telecommunication devices (cell phones, pagers, etc.) or other technology (gaming systems, iPods, iPads, Tablets, etc) for a non-instructional purpose.	2
<b>Computer or Network Violation</b> : may not be elevated to level .  <b>Examples (Computer):</b> 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 an administrator, vandalism of computers or computer equipment.  <b>Examples (Network):</b> Posting videos of fights onto social media, use of 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.	3
<b>HARASSMENT AND THREAT, INTIMIDATION</b>	
iolation	ction level
<b>Threat or Intimidation</b>  Indicating, by words or conduct, the intent to cause physical injury or serious damage to a person or their property, or intentionally places another person in reasonable apprehension of imminent physical injury. This may include threats or intimidation that occurs online or through a telecommunication device.	3
<b>Bullying</b>  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. 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 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).	3
<b>Harassment, nonsexual</b>  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.  : ullying and e ual arassment are types of arassment. ndicate arassment, nonse ual if the violation is not specifically ullying or e ual arassment, or if the specific type of harassment is not known.	3
<b>Hazing</b>  Comitting an act against another student, in which <u>both</u> of the following apply: 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.  *Administrators <u>may</u> treat incidents of hazing at a Level 4 in consultation with the Discipline Review Team.	3



**[RIGHT]**

<b>SCHOOL THREAT OR INTERFERENCE</b>	
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.	
Isolation	Action Level
<b>Fire Alarm Misuse</b> Intentionally ringing fire alarm when there is no fire.	<b>4</b>
<b>Other School Threat (Verbal)</b> Making a verbal School Threat.	<b>4</b>
<b>Bomb Threat</b> Threatening to cause harm by using or threatening to use a bomb, or arson-causing device.	<b>5</b> <b>Expulsion</b> <b>required by law</b>
<b>Chemical or Biological Threat</b> Threatening to cause harm using dangerous chemicals or biological agents.	
<b>Other School Threat</b>  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).	

<b>SEXUAL OFFENSES</b>	
Isolation	Action Level
<b>Harassment, Sexual</b>  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), or physical conduct of a sexual nature.	<b>3</b>
<b>Pornography</b>  Possessing or providing sexually explicit and obscene depictions of persons, in words or images. <b>Examples:</b> 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.	<b>3</b>
<b>Harassment, Sexual with contact</b> Committing sexual harassment that includes physical contact.	<b>4</b>
<b>Indecent Exposure or Public Sexual Indecency</b> Engaging in sexual acts or public sexual indecency.  <b>Examples:</b> public urination, streaking, masturbation, “peeping tom” (including taking photos or videotaping), exposing another student’s private parts, or engaging in intercourse, or oral sex.	<b>4</b>
<b>Sexual Assault or Rape</b> Intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person without consent of such person.	<b>5</b> <b>Mandatory report</b> <b>to law</b> <b>enforcement</b>



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<b>THEFT</b>	
Isolation	Sanction level
<b>Petty Theft</b> Stealing cash, or property, valued under \$100.	<b>2</b>
<b>Theft – School Property or Non-School Property</b>  Knowingly: <ul style="list-style-type: none"> <li>b. Controls property of another with the intent to deprive the other person of such property; or</li> <li>c. Converts for an unauthorized term or use services or property of another entrusted to the defendant or placed in the defendant's possession for a limited, authorized term or use; or</li> <li>d. 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</li> <li>e. 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</li> <li>f. Controls property of another knowing or having reason to know that the property was stolen; or</li> <li>g. Obtains services known to the defendant 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.</li> </ul>	<b>3</b>
<b>Burglary or Breaking and Entering</b>  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.	<b>4</b>
<b>Extortion</b>  Knowingly obtaining or seeking to obtain property or services by means of a threat to do in the future any of the following: <ul style="list-style-type: none"> <li>1. Cause physical injury to anyone by means of a deadly weapon or dangerous instrument.</li> <li>2. Cause physical injury to anyone except as provided in paragraph 1 of this subsection.</li> <li>3. Cause damage to property.</li> <li>4. Engage in other conduct constituting an offense.</li> <li>5. Accuse anyone of a crime or bring criminal charges against anyone.</li> <li>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.</li> <li>7. Take or withhold action as a public servant or cause a public servant to take or withhold action.</li> <li>8. Cause anyone to part with any property.</li> </ul>	<b>4</b>
<b>Robbery</b>  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.	<b>4</b>
<b>Armed Robbery</b>  Committing robbery (see definition above) 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.	<b>5</b>  <b>Mandatory report to law enforcement</b>
<b>Burglary (First Degree)</b>  Entering or remaining unlawfully in or on a residential structure or yard or a nonresidential structure or in a fenced commercial with the intent to commit any theft or any felony therein) and knowingly possessing explosives, a deadly weapon or a dangerous instrument in the course of committing any theft or any felony.	<b>5</b>  <b>Mandatory report to law enforcement</b>

**[RIGHT]****WEAPONS AND DANGEROUS ITEMS (POSSESSION OF)**See policy for more details on weapons in school

Isolation	Action Level
<p><b>Dangerous Items</b></p> <p>Possessing a knife with a blade length of less than 2.5 inches, air soft gun, b.b.gun, laser pointer, letter opener, mace/pepper spray, paintball gun, pellet gun, razor blade/box cutter, simulated knife, taser or stun gun, tear gas, firecrackers, smoke and stink bombs, gas, lighter fluid, and 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><b>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.</b></p>	<p><b>3</b></p>
<p><b>Other Weapons</b></p> <p>Possessing a billy club, brass knuckles, knife with a blade length of at least 2.5 inches, nunchakus.</p> <p><b>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.</b></p>	<p><b>4</b></p>
<p><b>Simulated Firearm</b></p> <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><b>If the simulated firearm is used to threaten or intimidate, the violation will be considered a level 4.</b></p>	<p><b>3</b></p>
<p><b>Firearms</b></p> <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 administrator.</p> <p><b>“Firearm”</b> 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><b>“Other Firearms”</b> –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>: his definition does not apply to items such as toy guns, colorful plastic water guns, cap guns, bb guns, and pellet guns</p>	<p><b>5</b></p> <p><b>Expulsion required by law</b></p> <p><b>Mandatory report to law enforcement</b></p>

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**Discipline-Related Policies**

olicies are available upon request at all school sites, family centers, the central office, and online.

**Student Attendance Policy (JE)**

<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JE>

Good attendance in school enables students to act as responsible members of the community.

**Bullying, Intimidation and Harassment Policy (JICK)**

<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JICK>

The District does not tolerate bullying in any form. Further, the District shall investigate each complaint of bullying and will take appropriate, timely, and responsive action.

**Cell Phone and Electronic Device (JICJ)**

<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JICJ>

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 specific conditions and guidelines.

**Dress Code Policy (JICA)**

<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JICA>

This policy and regulation specifies the standards of dress and grooming that promote a safe school setting conducive to a positive learning environment.

**Equal Educational Opportunities and Anti-Harassment Policy (JB)**

<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JB>

The right of a student to participate fully in classroom instruction shall not be abridged or impaired because of race, color, religion, sex, sexual orientation, age, national origin, and disability, or any other reason not related to the student's individual capabilities.

**Interviews, Searches and Arrests (JIH)**

<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JIH>

School administrators have the right to interview students and search and seize property-including school property that has been temporarily assigned to students. School administrators and staff will cooperate with law enforcement when attempting to locate a student for a warrant or subpoena.

**Weapons (JICI)**

<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-JICI>

Weapons are not allowed on any campus/property without prior authorization by a school administrator.

**Bus Rules (EEA)**

<http://govboard.tusd1.org/Policies-and-Regulations/Policy-Code-EEA>

Riding is a privilege; parents 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.

<b>Rules</b>	
Always comply with bus driver's/monitor's directions	Use classroom voice (no profanity/loud noises/intimidation)
Remain seated; keep hands, feet, and head inside bus	All personal possessions must be under control at all times
Keep unauthorized materials and substances off bus	No eating or drinking on the bus
<b>Safety Precautions</b>	
Know the correct bus route # and route to/from the bus stop; ALWAYS board/depart bus at correct stop known by parent	Discuss what to do if the bus is late in the morning or no one is home in the afternoon

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### **Regulations Related to Due Process for Suspension and Expulsion**

Regulations are available upon request at all school sites, family centers, the central office, and online.

#### **Student Discipline – Short Term Suspension (JK-R1)**

**<http://govboard.tusd1.org/Policies-and-Regulations/Regulation-Code-JK-R1>**

This regulation explains the process for short-term suspensions (1 – 10 Days).

#### **Student Discipline – Long Term Suspension (JK-R2)**

**<http://govboard.tusd1.org/Policies-and-Regulations/Regulation-Code-JK-R2>**

This regulation explains the process for long-term suspensions (11 – 180 Days).

#### **Student Discipline – Expulsion (JK-R3)**

**<http://govboard.tusd1.org/Policies-and-Regulations/Regulation-Code-JK-R3>**

This regulation explains the process for expulsions.

#### **Student Discipline – Suspension Abeyance Contract Regulation (JK-R4)**

**<http://govboard.tusd1.org/Policies-and-Regulations/Regulation-Code-JK-R4>**

Administrators may offer to hold a suspension in “abeyance” (to not instantly enforce the suspension) if

- (1) the administrator believes it is in the best interests of the student and the school community,
- (2) the student and parent/legal guardian agree to certain conditions, and
- (3) the student and parent 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**

Information about , s, and lans can be found at <http://www.tusd.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 prior to the 11<sup>th</sup> day of suspension**

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, ~~the District~~ 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. Refer to the Exceptional Education web page for more information**

<http://www.tusd.org/departments/exceptional-education>.



**[LEFT]****Rights and Responsibilities**

<b><i>STUDENT RIGHTS</i></b>	<b><i>STUDENT RESPONSIBILITIES</i></b>
<ul style="list-style-type: none"> <li>• Learn in a safe, clean, orderly and positive climate that is unbiased, nonjudgmental, and free from prejudice, discrimination, verbal or physical threats and abuse.</li> <li>• Receive appropriate accommodations to meet individual needs. (as supported by documentation)</li> <li>• Be treated with respect and in a fair and equitable manner by teachers and administrators.</li> <li>• Due process of law.</li> <li>• Have school rules that are enforced in a consistent, fair and reasonable manner.</li> <li>• Be free from retaliation, from fear of retaliation, and from sex discrimination and sexual harassment at school, including dating abuse.</li> <li>• 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 site administration immediately.</li> <li>• Receive a copy of this Code.</li> <li>• Have access to school assignments/homework while serving a disciplinary suspension and have options for alternative instructional opportunities for any long term suspension.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Make positive contributions to an environment that allows fellow students to be free from discrimination, harassment, hazing and bullying.</li> <li>• Make up work resulting from an absence.</li> <li>• Respect the rights, feelings, and property of fellow students, parents, school staff, visitors, guests, and school neighbors.</li> <li>• 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.</li> <li>• Display behavior that does not compromise the safety of other students and/or staff.</li> <li>• Follow discipline guidelines adopted by the school and District.</li> <li>• Protect and take care of the school's property.</li> <li>• Read and ask questions to understand the information in the Code of Conduct.</li> </ul>

<b><i>PARENT &amp; GUARDIAN RIGHTS</i></b>	<b><i>PARENT &amp; GUARDIANS RESPONSIBILITIES</i></b>
<ul style="list-style-type: none"> <li>• Request and be granted conferences with teachers, counselors and/or the principal.</li> <li>• Receive explanations from teachers about their student's grades and disciplinary procedures.</li> <li>• Access and review school records pertaining to their student.</li> <li>• Receive a copy of this Code.</li> <li>• 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)</li> <li>• Request an interpreter or translator at any step of the disciplinary process.</li> <li>• Request a review of all disciplinary actions relating to their student.</li> <li>• Direct their student's education, upbringing and moral/religious training.</li> <li>• 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, unless the incident has first been reported to law enforcement and notification of the parent 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.</li> <li>• Be treated in a manner that is respectful of and responsive to their cultural traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend school daily according to school district adopted Communicate and collaborate with teachers to support student achievement.</li> <li>• Attempt to participate and be active at their student's school.</li> <li>• Be partners with school staff by sharing appropriate ideas for improving student learning and by helping to prevent and/or resolve student discipline problems.</li> <li>• Provide supervision of the student's health, physical and emotional well being, and assume responsibility for the student's timely regular attendance.</li> <li>• Promptly provide the school with explanations for student absences or tardiness.</li> <li>• Ensure student compliance with school and district policies and regulations.</li> <li>• Read and ask questions to understand the information in this Code.</li> <li>• Reinforce the importance of students' adherence to values and behaviors described in this Code.</li> </ul>

**[RIGHT]**  
**Annual Notifications**

ANNUAL NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)	TUSD ANNUAL NOTIFICATION OF PRIVACY RIGHTS OF PARENTS AND STUDENTS
<p>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:</p> <p><b>(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. Dep’t of Educ. (ED)</b></p> <ol style="list-style-type: none"> <li>1. Political affiliations or beliefs of the student or student’s parent;</li> <li>2. Mental or psychological problems of the student or student’s family;</li> <li>3. Sex behavior or attitudes;</li> <li>4. Illegal, anti-social, self-incriminating, or demeaning behavior;</li> <li>5. Critical appraisals of others with whom respondents have close family relationships;</li> <li>6. Legally recognized privileged relationships (like with lawyers, doctors, or ministers);</li> <li>7. Religious practices, affiliations, or beliefs of the student or parents; or</li> <li>8. Income, other than as required by law to determine program eligibility.</li> </ol> <p><b>(2) Receive notice and an opportunity to opt a student out of –</b></p> <ol style="list-style-type: none"> <li>1. Any other protected information survey, regardless of funding;</li> <li>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;</li> <li>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.</li> </ol> <p><b>(3) Inspect, upon request and before administration or use –</b></p> <ol style="list-style-type: none"> <li>1. Protected information surveys of students;</li> <li>2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and</li> <li>3. Instructional material used as part of the educational curriculum.</li> </ol> <p>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.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>•Collection, disclosure, or use of personal information for marketing, sales, or other distribution.</li> <li>•Administration of any protected information survey not funded in whole or in part by ED.</li> <li>•Any non-emergency, invasive physical examination or screening as described above.</li> </ul> <p>Parents who believe their rights have been violated may file a complaint with:</p> <p style="text-align: center;">Family Policy Compliance Office          U.S. Department of Education          400 Maryland Avenue, SW          Washington, D.C. 2020</p>	<p>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:</p> <p><b>(1) The right to inspect and review the student’s education records within 45 days from the day TUSD receives a request.</b></p> <p>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.</p> <p>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.</p> <p><b>(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.</b></p> <p>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.</p> <p><b>(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.</b></p> <p>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.</p> <p>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.</p> <p><b>(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.</b></p> <p>Any complaints arising from an alleged violation of these rights may be submitted to the Superior Court of Pima County, Arizona, or to:</p> <p style="text-align: center;">The Family Policy Compliance Office, U.S. Dep’t of Education          400 Maryland Avenue, SW, Washington, D.C. 20202 (202) 260-3887</p> <p style="text-align: center;"><u>Directory Information</u></p> <p>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 Administrative Regulation 5130). 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:</p> <ul style="list-style-type: none"> <li>•The annual yearbook;</li> <li>•Honor roll or other recognition lists;</li> <li>•Graduation programs; and</li> <li>•Sports activity sheets showing weight/height of team members.</li> </ul> <p>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.</p> <p>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:</p> <p>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.</p> <p>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.</p>





MEETING OF: June 26, 2018

TITLE: Approval of 2018-19 Student Code of Conduct (GSRR)

ITEM #: 42

Information:

Study:

Action: X

#### PURPOSE:

To present the most recent draft of the Student Code of Conduct ("Code"), including governing board, staff, special master and plaintiff, and stakeholder input received on the previous draft.

#### DESCRIPTION AND JUSTIFICATION:

In 2017, the Governing Board directed staff to create a new code using the existing code as a foundation but utilizing a simpler, easy to read format. The District reviewed codes of conduct from more than a dozen school districts from Arizona and from other states and incorporated features of these codes in the TUSD revision. In addition to feedback from TUSD Governing Board Members, the District also solicited, reviewing, and incorporated feedback from the following stakeholder groups:

- Teachers, Deans, School-Level Support staff
- Principals
- Parents
- District Leadership
- Community Members
- Site Councils; SCPC
- Special Master, Fisher Plaintiffs, Mendoza Plaintiffs, and the Department of Justice
- Pima County Juvenile Justice staff members
- the Western Educational Equity Assistance Center (WEEAC)

The District also engaged a graphic designer who updated the look and format of the Code for easier readability, colorful graphics, and general attractiveness. The item includes both the final proposed draft (Draft 7.0) and the matching draft from the graphic designer (Draft 7.1) for review.

Staff will be present to answer questions about the development process and content of the final proposed draft.

#### BOARD POLICY CONSIDERATIONS:

**LEGAL CONSIDERATIONS:**

For all Intergovernmental Agreements (IGAs), Initiator of Agenda Item provides the name of the agency responsible for recording the Agreement after approval:

For amendments to current IGAs, Initiator provides original IGA recording number:

\_\_\_\_\_  
Legal Advisor Signature (if applicable)

**BUDGET CONSIDERATIONS:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
**District Budget**  
**State/Federal Funds**  
**Other**  
**Budget Cost**      **Budget Code**

Budget Certification (for use by Office of Financial Services only):

Date

I certify that funds for this expenditure in the amount of \$ are available and may be:

Authorized from current year budget

Authorized with School Board approval

Code:      Fund:

**INITIATOR(S):**

Robert S. Ross, Jr., General Counsel

06/19/18

Name

Title

Date

**DOCUMENTS ATTACHED/ ON FILE IN BOARD OFFICE:****ATTACHMENTS:**

Click to download

☐ [Draft 7.1 Student Code of Conduct \(GSRR\)\(Design Version\)](#)

☐ [Draft 7.0 Student Code of Conduct \(GSRR\)\(Word Version with Tracked Changes\)](#)

☐ [Stakeholder Comments and Revisions \(based on Drafts 5 and 6\)](#)

☐ [Special Master and Plaintiff Comments and Responses \(based on Draft 6\)](#)

TUCSON UNIFIED SCHOOL DISTRICT

BOARD AGENDA ITEM  
CONTINUATION SHEET

**SPECIAL MASTER, IMPLEMENTATION COMMITTEE, AND  
PLAINTIFF COMMENTS ON THE SIXTH DRAFT OF THE  
CODE OF CONDUCT SUBMITTED ON JUNE 7, 2018  
(INCLUDING DISTRICT RESPONSES AND REVISIONS)**

June 14, 2018

DEPARTMENT OF JUSTICE [MONDAY, JUNE 11]

**DOJ has no objection to Draft 6.**

DOJ supports the District's efforts to make the code clearer. We continue to be concerned about the use of the generic term "fighting" to describe fights that threaten safety. If the District does not change this term it will need to closely monitor implementation to ensure that the use of this term does not create confusion that leads to non-compliance with the USP.

**Response: Draft 7 uses the term "fighting," the District will closely monitor implementation to ensure that the use of this term does not create confusion that leads to non-compliance.**

MENDOZA PLAINTIFFS [TUESDAY, JUNE 12]

**With the [] understandings [below], Mendoza Plaintiffs do not object to Draft 6 of the code of conduct and believe it is preferable over the current operative GSRR.**

The Mendoza Plaintiffs share the DOJ's concern that fights that threaten safety should not be described using the generic term "fighting" and that the District will have to closely monitor application of the infraction to ensure compliance with the USP.

**Response: Draft 7 uses the term "fighting," the District will closely monitor application of the infraction to ensure compliance with the USP.**

[Page 12] They also have some concern that Draft 6 allows inappropriate language directed at staff to be treated as a level 3 offense (rather than a level 2) for which exclusionary discipline can be imposed (Draft 6 at 12), but understand that administration of suspensions for such an offense are still subject to the USP's "ongoing and escalating" limitation.

**Response: In response to this concern, and concerns raised by the Governing Board discussion on June 12, Draft 7 includes the following changes (in red): "A principal assistant principal administrator may treat a student swearing at a staff member as a level consequence where the circumstances demonstrate a lack of respect towards authority rather than just the use of a curse word or words .**

[Page 12] With respect to Positive Intervention Centers (“PICs”), I understand from a conversation we had and from the Draft 6 statement that “Staff will document each student’s name and where they were sent from...” (Draft 6 at 5) that the District is documenting referrals to PICs. As you know, a major focus of the USP’s discipline section (and of Mendoza Plaintiffs) is reduction of exclusionary discipline. We therefore appreciate that the District will “review this [PIC] information regularly [] to ensure appropriate use of PIC...” (id.) However, to be clear, we believe data on PIC referrals (by school, teacher, and student (including frequency of each) broken down by race and ethnicity) needs to be maintained and regularly reviewed to ensure consistency and as part of the above-quoted District efforts to monitor overuse/misuse of PIC referrals (and/or to provide additional training to particular teachers). Can the District please confirm that it would so track and monitor referrals to PICs?

**Response: The District confirms that the ongoing PIC monitoring will include reviewing for racial/ethnic disparities in PIC referrals, if or where they exist.**

SPECIAL MASTER / IC MEMBER KELLY LANGFORD [June 14, 2018]

**The Special Master and IC Member Langford support Draft 6 moving forward.**

[Page 2] How Can I Get More Information Or Make An Oral or Written Complaint?

Add Director of Discipline to the list of individuals to complain to.....

**Response: The list includes the Discipline Review Team, but staff added the language in red for clarity:** “Students or parents/guardians may make a complaint related to discrimination, harassment, hazing, dating abuse, bullying, or unfair disciplinary actions with the site principal, assistant principal, the discipline review team, **the discipline director or the compliance liaison** at [redacted] 1, or online at [www.tusd1.org/deseg](http://www.tusd1.org/deseg).”

[Page 5] Positive Intervention Centers. This program was piloted at 12 schools the last semester of 17/18 school year. Is there a central systematic collection or data tracking plans of who is sent to PIC and for what infractions? How do we know who, how often, and how effective is the program? Students are still being excluded from their classroom instruction with a subject matter certified teacher. This data should be collected and analyzed regularly.

**Response: For 2018-19, there will be a central systematic collection of data regarding who is sent to PICs and for what infractions (including reviews for racial/ethnic disparities).**

[Page 4] Positive Alternative to Out-of-School Suspension. The Abeyance contract doesn’t shorten or eliminate suspension days. This statement is completely inaccurate and should be deleted from the document.

**Response: Staff revised as follows (changes in red): “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** suspension.”**

[Page 8] Possession or Use of Drugs or Alcohol

First offense: three day suspension with two days waived if student agrees to attend substance abuse workshop and, upon return to school an intake interview and to be searched for drugs and alcohol.

It is my understanding that school counselors will be responsible for providing the substance abuse workshops. School counselors do not usually have the training or the necessary credentials to provide substance abuse workshops. Possession and use of drugs and alcohol are two of the highest violations of the code of conduct. It is crucial that qualified staff lead these substance abuse workshops if it is to have a positive student outcomes.

**Response: the District agrees that qualified staff should lead the substance abuse workshops and will work to identify and train such staff for the roll-out of this initiative.**

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



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

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

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

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

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



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



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

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

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

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



# Student Code of Conduct 2018-19

Guidelines for Student Rights  
and Responsibilities



Tucson Unified is where  
Students love to Learn  
Teachers love to Teach  
and People love to Work  
We are Team TUSD



**TUCSON UNIFIED**  
SCHOOL DISTRICT

Copies of this booklet are available in Spanish on the reverse side of this booklet and can be obtained online at [www.tusd1.org](http://www.tusd1.org). (follow the link to "Student Rights").  
Las copias en Español de este folleto están disponible al dorso de este folleto y se pueden obtener en línea en [www.tusd1.org](http://www.tusd1.org) p. 305



**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**

Michael Hicks, *President*  
Kristel Ann Foster, *Clerk*  
Dr. Mark Stegeman  
Adelita Grijalva  
Rachael Sedgwick

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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, 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 Discipline Review Team is made up of the Discipline Director and the 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 [www.tusd1.org](http://www.tusd1.org) (follow the link to “Student Rights”). Students or parents/guardians may make a complaint related to discrimination, harassment, hazing, dating abuse, bullying, or unfair disciplinary actions with the site principal, assistant principal, the Discipline Review Team (the Discipline Director or the Compliance Liaison) at 225-4316, or online at [www.tusd1.org/deseg](http://www.tusd1.org/deseg).

## 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.

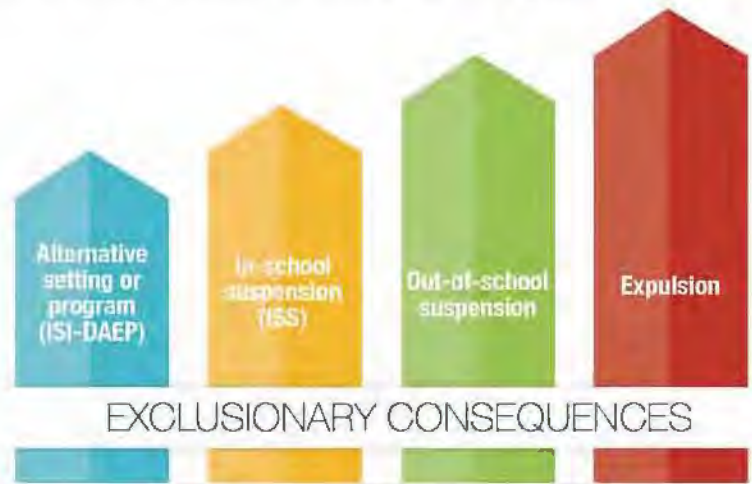


## Exclusionary Consequences

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 5, below) settings or programs, in-school suspension, 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 below, pages 6-7). 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

The District designed PICs so that a teacher can provide a student a short time (no more than 30 minutes or no more than the remainder of one class period) and a positive and supportive environment to de-escalate if they are feeling angry, overwhelmed or in need of a time-out. The teacher in the PIC will have the student 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. PICs are available at most middle schools, high schools, and large K-8 schools.

Teachers can send students to the PIC as needed through various protocols:

### Teachers may ...

- ▶ send no more than three students out in a period.

### Teachers may not ...

- ▶ send students in the first 15 minutes of class or at the end of class.
- ▶ send students until after they have attempted interventions.
- ▶ send the same student more than three times before sending them to a principal/assistant principal for review.

### 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.

### 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 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.

### 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.

## 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 suspension days. The administrator, 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 VIOLATED 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).

### 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

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, sites strive to implement Restorative Practices and to keep students in their classroom 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><b>Actions listed in bold are the minimum and mandatory action for that level of violation.</b></p> <p><b>For all violations, parent/guardian notification and student conference are mandatory.</b></p>					
Level 1	<p><b><i>Before referring a matter to site administration, classroom teachers are expected to employ at least three classroom-level interventions every semester – with proper documentation – for a Level 1 offense.</i></b></p> <table><tr><td><ul style="list-style-type: none"><li>• <b>Parent/Guardian Notification and Conference Request</b></li><li>• <b>Student Conference</b></li><li>• <b>Restorative Conference and/or Restorative Circle</b> (see page 2)</li><li>• Verbal/Written Apology</li><li>• Reflective Essay</li><li>• Warning</li></ul></td><td><ul style="list-style-type: none"><li>• Detention (before/after school/lunch)</li><li>• Saturday School</li><li>• Time Out (not to exceed 30 minutes)</li><li>• Reassignment to Different Class</li><li>• Suspended Privileges</li><li>• Community Service (not work detail)</li><li>• Restitution</li><li>• Teen Court</li><li>• Referred to Outside Agency</li></ul></td><td><ul style="list-style-type: none"><li>• Meeting With Counselor</li><li>• Peer Mediation</li><li>• Functional Behavioral Assessment</li><li>• Behavior Contract</li><li>• Behavior Intervention Group</li><li>• Behavior Learning Packets</li><li>• Behavior Intervention Plan</li><li>• Other Action (consistent w/other Level 1 interventions)</li></ul></td></tr></table> <p><i>*Some actions may not be available at all sites</i></p>			<ul style="list-style-type: none"><li>• <b>Parent/Guardian Notification and Conference Request</b></li><li>• <b>Student Conference</b></li><li>• <b>Restorative Conference and/or Restorative Circle</b> (see page 2)</li><li>• Verbal/Written Apology</li><li>• Reflective Essay</li><li>• Warning</li></ul>	<ul style="list-style-type: none"><li>• Detention (before/after school/lunch)</li><li>• Saturday School</li><li>• Time Out (not to exceed 30 minutes)</li><li>• Reassignment to Different Class</li><li>• Suspended Privileges</li><li>• Community Service (not work detail)</li><li>• Restitution</li><li>• Teen Court</li><li>• Referred to Outside Agency</li></ul>	<ul style="list-style-type: none"><li>• Meeting With Counselor</li><li>• Peer Mediation</li><li>• Functional Behavioral Assessment</li><li>• Behavior Contract</li><li>• Behavior Intervention Group</li><li>• Behavior Learning Packets</li><li>• Behavior Intervention Plan</li><li>• Other Action (consistent w/other Level 1 interventions)</li></ul>
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Level 2	<p>Any Action from the prior level(s) may also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Restorative Conference and/or Restorative Circle</b> (see page 2).</li><li>• Social Skills Groups and/or Mentoring may be facilitated by a counselor, social worker, or other qualified staff.</li></ul>					
Level 3	<p>Any Action from the prior level(s) <b>may</b> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Restorative Conference and/or Restorative Circle</b> (see page 2).</li><li>• 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 site has first attempted and documented the types of intervention(s) used in PBIS or Restorative Practices).</li></ul>					
Level 4	<p>Any Action from the prior level(s) <b>may</b> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Restorative Conference and/or Restorative Circle</b> (upon re-entry to school) (see page 2).</li><li>• <b>Out-of-School Suspension and/or Abeyance – Long-term (11-30 Days)</b> (except for violations listed below)</li></ul> <p><b>Fighting</b></p> <p><i>First offense</i>–Three day suspension with two days waived if student participates in mediation.</p> <p><i>Second offense</i>–Eleven day suspension with eight days held in abeyance if student participates in mediation.</p> <p><b>Possession or Use of Drugs or Alcohol</b></p> <p><i>First offense</i>–Three day suspension with two days waived if student agrees to attend substance abuse workshop and, upon return to school, an intake interview and to be searched for drugs or alcohol.</p> <p><i>Second offense</i>–Eleven day suspension with eight days held in abeyance if student agrees to attend drug or alcohol use workshop and, upon return to school, an intake interview, and to be searched for drugs or alcohol.</p>					
Level 5	<p>Any Action from the prior level(s) <b>may</b> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Out-of-School Suspension and/or Abeyance – Long-term (11-180 Days)</b></li><li>• <b>Restorative Conference and/or Restorative Circle (upon re-entry to school)</b> (see page 2).</li><li>• Expulsion</li></ul>					

## 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 the Discipline Review Team immediately to jointly review suspensions (the Team will still review the use of ISI and abeyances).
3. Principals and APs at the elementary level (Pre-K-5th Grade) shall consider all violations, with the exception of possession of firearms or any incidence of threat to an educational institution, at one level lower than that of the actual violation, 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 interventions, attendance, etc.). Requests must be submitted to the Assistant Superintendent for final approval and to jointly review for final approval, reviewed by with the Discipline Review Team to determine if teachers and/or principals/assistant principals administrators 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.
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 and second offense (a second fight may result in a long-term suspension if approved by the Discipline Review Team and 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 will may be held equally accountable for the violation.
8. 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.
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 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. A principal/assistant principal must immediately notify an Assistant Superintendent and the Discipline Review Team 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.

## Violation Charts

AGGRESSION		
Violation		Action Level
<b>Provocation (verbal or nonverbal)</b>	Using language or gestures that <b>may incite</b> another person or people to fight.	1
<b>Recklessness</b>	Engaging in unintentional, careless behavior that <b>may pose</b> a safety or health risk for yourself or for others.	1
<b>Minor Aggressive Act</b>	Engaging in intentional, <b>non-serious but inappropriate physical contact</b> 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
<b>Endangerment</b>	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 no campus, etc.	3
Physical Conflict		
<b>Other Aggression</b> 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.	<b>Fighting</b> 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.	<b>Assault</b> 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.
3	4*	4
Involves serious and inappropriate physical contact. Includes "fighting" where the circumstances do not present a threat to safety. Similar conduct not meeting the definition of Other Aggression shall be treated as the level 2 offense of "Minor Aggressive Act."	<b>*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.</b> Similar conduct not meeting the definition of Fighting shall be treated as the level 3 offense of "Other Aggression."	Involves one person acting against another. Similar conduct between mutual participants shall be treated as the level 4* offense of "Fighting."
<b>Aggravated Assault</b>	<ol style="list-style-type: none"> <li>1. Causing serious physical injury to another.</li> <li>2. Using a deadly weapon or dangerous instrument.</li> <li>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.</li> <li>4. Committing the assault while the victim is bound or otherwise physically restrained or while the victim's capacity to resist is substantially impaired.</li> <li>5. Committing assault and the person is in violation of an order of protection.</li> <li>6. Committing the assault knowing or having reason to know that the victim is any of the following: <b>teacher or any school employee on school grounds</b>, 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.</li> </ol>	5 Mandatory report to law enforcement



ALCOHOL, TOBACCO AND OTHER DRUG VIOLATIONS		
Definitions		
<b>Drug Violation</b>	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.	
<b>Possession</b>	Knowing exercise of dominion or control over an item.	
<b>Use</b>	The act of using or being under the influence.	
<b>Sale</b>	To transfer or exchange an item to another person for anything of value or advantage, present or prospective.	
<b>Share</b>	To allow another person to use or enjoy something that one possesses.	
*Principals/assistant principals will be granted an automatic waiver of the mandatory, minimum eleven-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 8, Level 4, above.		
Violation		Action Level
<b>Inappropriate Use of Over the Counter Drugs</b>	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.	
<b>Tobacco Violation</b>	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.	
<b>Possession of Drug Paraphernalia</b>	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.	
	<b>Possession or Use</b> .....	<b>2</b>
	<b>Sale or Share</b> .....	<b>3</b>
<b>Alcohol Violation</b>	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.	
<b>Inhalants</b>	Inhalants include medications, anesthetics, or 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.	
<b>Unknown Drug</b>	If a drug is identified, after an investigation, a different violation may be identified.	
<b>Substance Represented as an Illicit Drug</b>	A substance that is not an illicit drug but that is represented as, and could be perceived as being, an illicit drug.	
	<b>Possession or Use</b> .....	<b>4*</b>
	<b>Sale or Share</b> .....	<b>5</b>
<b>Inappropriate Use of Prescription Drugs</b>	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
<b>Illicit Drug</b>	Illicit drugs include dangerous drugs, narcotic drugs, marijuana, 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.	
	<b>Possession or Use</b> .....	<b>4*</b>
	<b>Sale or Share</b> .....	<b>5</b>



**ATTENDANCE POLICY VIOLATIONS (OUT OF SCHOOL SUSPENSION IS NOT PERMITTED)**

<b>Violation</b>		<b>Action Level</b>
<b>Other Attendance Violations</b>	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
<b>Tardy</b>	Arriving at school or class after the scheduled start time.	1
<b>Unexcused Absence</b>	Missing school <b>for an entire day</b> with no acceptable excuse.	1
<b>Leaving School Grounds without Permission</b>	Leaving school grounds or being in an "out-of-bounds" area during regular school hours without principal or designee permission.	1
<b>Truancy</b>	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**

<b>Violation</b>		<b>Action Level</b>
<b>Dress Code Violation</b>	Wearing clothing that violates dress code guidelines stated by school or district policy.	1
<b>Parking Lot Violation</b>	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
<b>Public Display of Affection</b>	Kissing or other inappropriate displays of affection.	1
<b>Other Violation of School Policies and Regulations</b>	Committing some other violation of school or district policy or regulation.	1
<b>Inappropriate Language (verbal or nonverbal)</b>	Delivering verbal or nonverbal messages that include swearing, name calling, or use of words or gestures in an inappropriate way. A principal/assistant principal may treat a student swearing at 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).	2
<b>Defiance or Disrespect Towards Authority and Non-Compliance</b>	Engaging in repeated behavior including, but not limited to, refusing to follow directions, talking back, or engaging in socially rude interactions.	2
<b>Contraband</b>	Possessing items stated in school policy as prohibited because they may disrupt the learning environment.	2
<b>Combustible</b>	Possessing a substance or object that is readily capable of causing bodily harm or property damage. (e.g. matches, lighters).	2
<b>Disruption</b>	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
<b>Gambling</b>	Playing games of chance for money (or thing of value) or betting a sum of money (or thing of value).	2
<b>Negative Group Affiliation/Illegal Organization</b>	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
<b>Telecommunication Device or Other Technology</b>  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 an principal/assistant principal in accordance with the Code of Conduct. (see Policy JICJ)  <i>NOTE: May be elevated to a Level 3 violation but cannot result in out of school suspension.</i> <b>Examples:</b> Use of telecommunication devices (cell phones, pagers, etc.) or other technology (gaming systems, iPods, iPads, Tablets, etc) for a non-instructional purpose.	2
<b>Computer or Network Violation</b>  <b>Examples (Computer):</b> 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. <b>Examples (Network):</b> Posting videos of fights onto social media, use of 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.  <i>NOTE: May not be elevated to Level 4.</i>	3

**TRESPASSING; VANDALISM OR CRIMINAL DAMAGE****Definitions**

<b>Criminal Damage</b>	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. <b>Example:</b> Substantial destruction of copy machines, vehicles, science or computer equipment.
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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 Property	Destroying or defacing personal property.	3
Vandalism of School Property	Destroying or defacing school property. <b>Example:</b> Destroying school computer records, carving initials or words in desk top, spray painting on walls, damaging vehicles.	3

**SEXUAL OFFENSES**

<b>Violation</b>		<b>Action Level</b>
<b>Harassment, Sexual</b>	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), or physical conduct of a sexual nature.	3
<b>Pornography</b>	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
<b>Harassment, Sexual with contact</b>	Committing sexual harassment that includes physical contact.	4
<b>Indecent Exposure or Public Sexual Indecency</b>	Engaging in sexual acts or public sexual indecency. <b>Examples:</b> Public urination, streaking, masturbation, "peeping tom" (including taking photos or videotaping), exposing another.	4
<b>Sexual Assault or Rape</b>	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**

<b>Structure</b>	A building or place with sides and a floor used for lodging, business, transportation, recreation, or storage
<b>Occupied Structure</b>	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.
<b>Property</b>	Anything other than a structure that is owned and has value of any kind (e.g., a backpack, school book, clothing, etc.).
<b>Damage</b>	As used here, means a tangible or visible impairment to a surface.
<b>Reckless Burning</b>	Recklessly causing a fire or explosion resulting in damage to a structure, wild land, or property.

<b>Violation</b>		<b>Action Level</b>
<b>Arson of a Structure or Property</b>	Knowingly and unlawfully damaging a structure or property by knowingly causing a fire or explosion. <ul style="list-style-type: none"> <li>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).</li> </ul>	4
<b>Arson of an Occupied Structure</b>	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**

<b>Violation</b>		<b>Action Level</b>
<b>Threat or Intimidation</b>	Indicating, by words or conduct, the intent to cause physical injury or serious damage to a person or their property, or intentionally places another person in reasonable apprehension of imminent physical injury. This may include threats or intimidation that occurs online or through a telecommunication device.	2
<b>Bullying</b>	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. 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 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).	3
<b>Harassment, Nonsexual</b>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Repeatedly commits an act or acts that harass another person.</li> <li>3. Surveils or causes another person to surveil a person for no legitimate purpose.</li> <li>4. On more than one occasion makes a false report to a law enforcement, credit or social service agency.</li> <li>5. Stalking-Following another person in or about a public place for no legitimate purpose after being asked to desist.</li> </ol> <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
<b>Hazing</b>	<p>Committing an act against another student, in which both of the following apply:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. The act contributes a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation.</li> </ol> <p><i>* Principals/assistant principals may treat incidents of hazing at a Level 4 in consultation with the Discipline Review Team.</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.

<b>Violation</b>		<b>Action Level</b>
<b>Fire Alarm Misuse</b>	Intentionally ringing fire alarm when there is no fire.	4
<b>Other School Threat (Verbal)</b>	Making a verbal School Threat.	4
<b>Bomb Threat</b>	Threatening to cause harm by using or threatening to use a bomb, or arson-causing device.	5 Expulsion required by law
<b>Chemical or Biological Threat</b>	Threatening to cause harm using dangerous chemicals or biological agents.	
<b>Other School Threat</b>	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
<b>Petty Theft</b>	Stealing cash, or property, valued under \$100.	
<b>Theft – School Property or Non-School Property</b>	<p>Knowingly:</p> <ol style="list-style-type: none"> <li>1. Controls property of another with the intent to deprive the other person of such property; or</li> <li>2. Converts for an unauthorized term or use services or property of another entrusted to the defendant or placed in the defendant's possession for a limited, authorized term or use; or</li> <li>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</li> <li>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</li> <li>5. Controls property of another knowing or having reason to know that the property was stolen; or</li> <li>6. Obtains services known to the defendant 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.</li> </ol>	3
<b>Burglary or Breaking and Entering</b>	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
<b>Extortion</b>	<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"> <li>1. Cause physical injury to anyone by means of a deadly weapon or dangerous instrument.</li> <li>2. Cause physical injury to anyone except as provided in paragraph 1 of this subsection.</li> <li>3. Cause damage to property.</li> <li>4. Engage in other conduct constituting an offense.</li> <li>5. Accuse anyone of a crime or bring criminal charges against anyone.</li> <li>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.</li> <li>7. Take or withhold action as a public servant or cause a public servant to take or withhold action.</li> <li>8. Cause anyone to part with any property.</li> </ol>	4
<b>Robbery</b>	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
<b>Armed Robbery</b>	Committing robbery (see definition above) 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
<b>Burglary First Degree</b>	Entering or remaining unlawfully in or on a residential structure or yard or a nonresidential structure or in a fenced commercial with the intent to commit any theft or any felony therein) and 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
<b>Dangerous Items</b>	<p>Possessing a knife with a blade length of less than 2.5 inches, air soft gun, b.b.gun, laser pointer, letter opener, mace/pepper spray, paint ball gun, pellet gun, razor blade/box cutter, simulated knife, taser or stun gun, tear gas, firecrackers, smoke and stink bombs, gas, lighter fluid, and 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><b>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.</b></p>	3
<b>Simulated Firearm</b>	<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><b>If the simulated firearm is used to threaten or intimidate, the violation will be considered a level 4.</b></p>	4
<b>Other Weapons</b>	<p>Possessing a billy club, brass knuckles, knife with a blade length of at least 2.5 inches, nunchakus.</p> <p><b>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.</b></p>	4
<b>Firearms</b>	<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><b>“Firearm”</b> 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><b>“Other Firearms”</b> –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, and pellet guns.</i></p>	<p>5</p> <p>Expulsion required by law</p> <p>Mandatory report to law enforcement</p>



## 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	JJCK
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	JJCFA	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
- Use classroom voice (no profanity/loud noises/intimidation)
- Remain seated; keep hands, feet, and head inside bus
- All personal possessions must be under control at all times
- Keep unauthorized materials and substances off bus
- 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](http://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 site 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

- ▶ Attend school daily according to school district adopted 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/o resolve student discipline problems.
- ▶ Provide supervision of the student' 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. Dep't of Educ. (ED)**
  - Political affiliations or beliefs of the student or student's parent;
  - Mental or psychological problems of the student or student's family;
  - Sex behavior or attitudes;
  - Illegal, anti-social, self-incriminating, or demeaning behavior;
  - Critical appraisals of others with whom respondents have close family relationships;
  - Legally recognized privileged relationships (like with lawyers, doctors, or ministers);
  - Religious practices, affiliations, or beliefs of the student or parents; or
  - Income, other than as required by law to determine program eligibility.
- 2. Receive notice and an opportunity to opt a student out of –**
  - Any other protected information survey, regardless of funding;
  - 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;
  - 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 –**
  - Protected information surveys of students;
  - Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  - 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. Dep't 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:

The Family Policy Compliance Office, U.S. Dep't 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 Administrative Regulation 5130). 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:

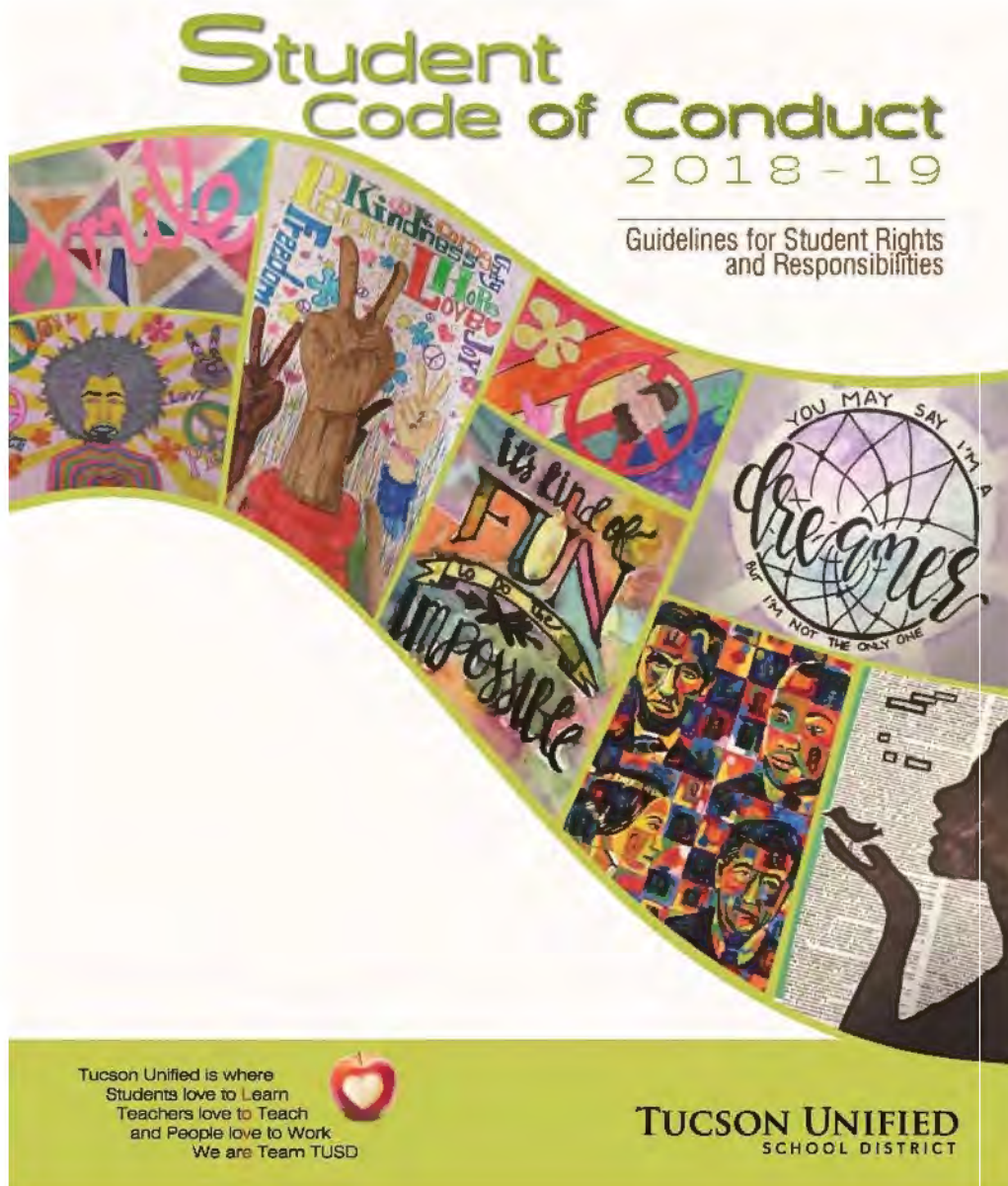
Name, address, parent or guardian telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees (diplomas) and awards received, the most recent previous educational 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.









Comment [TUSD1]: M. Hicks recommendation to title it "Student Code of Conduct, GSRR"

*SPECIAL THANKS TO THE TUSD STUDENTS WHO SUBMITTED ARTWORK FOR THE COVER*

*Copies of this booklet are available in Spanish on the reverse side of this booklet and can be obtained online at [www.tusd1.org](http://www.tusd1.org). (follow the link to "Student Rights"). Las copias en Español de este folleto están disponible al dorso de este folleto y se pueden obtener en línea en [www.tusd1.org](http://www.tusd1.org).*

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violence weapons on- students rugs ights angs ssaults ruancy raffiti hreats

CONFIDENTIALITY GUARANTEED

**TELL A SCHOOL OFFICIAL OR CALL THE**

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

[RIGHT, OPPOSITE BACK OF COVER PAGE]

# 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:

Michael Hicks, President; Kristel Ann Foster, Clerk; Dr. Mark Stegeman; Adelita Grijalva; Rachael Sedgwick

Commented [TUSD1]: A. Grijalva and R. Sedgwick recommendation to eliminate the acknowledgement form.

Commented [TUSD2]: Stakeholder recommendation to include parents and guardians throughout the document

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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.

**DRAFT 7, 2018-19 STUDENT CODE OF CONDUCT [June 15, 2018]**

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## 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, 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)

### How Monitors Discipline in TUSD?

TUSD’s Discipline Review Team is made up of the Discipline Director and the 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 administrators, ensures compliance with the Code and other policy, and monitors for disproportionate discipline by race or ethnicity.

### How can I get more information or a 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 [www.tusd1.org](http://www.tusd1.org) (follow the link to “Student Rights”). Students or parents/guardians may make a complaint related to discrimination, harassment, hazing, dating abuse, bullying, or unfair disciplinary actions with the site principal, assistant principal, the Discipline Review Team (the Discipline Director or the Compliance Liaison) at 225-4316, or online at [www.tusd1.org/deseg](http://www.tusd1.org/deseg).

DRAFT 7, 2018-19 STUDENT CODE OF CONDUCT [June 15, 2018]

1

**Commented [TUSD3]:** M. Hicks recommendation to highlight transportation rules

**Commented [TUSD4]:** M. Stegeman recommendation to explain “what acts are prohibited off-campus, and what consequences result” has been considered by the committee and determined to be overly burdensome and unnecessary. It is within a principal’s discretion to determine whether the actions result in a harmful effect on the educational process (and will include Discipline Review Team review where an action may result in a suspension)

**Commented [TUSD5]:** Stakeholder recommendation to use either “administrator” or “principals/APs” throughout the document for consistency

**Commented [TUSD6]:** M. Stegeman recommendation to clarify why the Team monitors for discipline and the criteria for monitoring.

**Commented [TUSD7]:** R. Sedgwick recommendation to make it clear that this section refers to complaints about these discipline-related topics, not to all complaints.

**Commented [TUSD8]:** Special Master/ IC Member K.Langford recommendation

## Restorative Practices

Restorative ~~practices are~~ strategies ~~are practices~~ 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 it 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/administrators. 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/administrators, 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.

**Commented [TUSD9]:** Stakeholder recommendation to use either "administrator" or "principals/APs" throughout the document for consistency

## 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 it implement

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.

How does it implement restorative practices and

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

~~What Are exclusionary consequences~~



~~Exclusionary Disciplinary consequences that remove 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 5, below) settings or programs, in-school suspension, out-of-school suspensions, and expulsions.

~~What is the position on these exclusionary consequences~~

TUSD is committed to ensuring that consequences that remove ~~students~~ kids 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~~

While prioritizing student, staff, and public safety, exclusionary consequences apply as follows:

If Exclusionary Consequences are imposed, students will have fair due process that includes an opportunity to appeal (see information on due process below, pages 6-7).

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 student, staff, or visitor campus safety.



**Commented [TUSD10]:** M. Stegeman recommendation to eliminate specific reference to staff or public safety. The parties have agreed to a broad interpretation of the USP's safety exception as evidenced in similar language in prior years' GSRR versions that were reviewed and commented on by the Special Master and Plaintiffs with no party objecting to the use of the terms "student, staff, or visitor safety"

The committee recommends the term "campus safety" to convey any or all persons on a campus

## Positive Intervention Centers (PICs): Classroom Disruption

The District designed PICs so that a teacher can provide a student a short time (no more than 30 minutes or no more than the remainder of one class period) and a positive and supportive environment to de-escalate if they are feeling angry, overwhelmed or in need of a time-out. The teacher in the PIC will have the student 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. PICs are available at most middle schools, high schools, and large K-8 schools.

Teachers can send students to the PIC as needed through various protocols:

- Teachers may send no more than three students out in a period.
- Teachers may not send students in the first 15 minutes of class or at the end of class.
- Teachers may not send students until after they have attempted interventions.
- Teachers may not send the same student more than three times before sending them to a principal/assistant principal or an administrator for review.
- 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.

**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 pupil 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 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.

**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.

## Positive Alternatives to Out-Of-School Suspension

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

### Abeysance ontracts egulation )

An Abeysance Contract is a behavior contract that may be offered to a student who is facing a suspension. The Abeysance will shorten or eliminate the number of days a student is out of school suspension. The principal/assistant principal/administrator, parent/guardian, and student must agree to and sign the Abeysance 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/ADMINISTRATORS WHEN A STUDENT HAS VIOLATED THE FOLLOWING INFRACTIONS: MUTUAL COMBAT (FIGHTING); POSSESSION OR USE OF DRUGS OR ALCOHOL.**

### n chool ntervention

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).

### n chool uspension

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.

### istrict Alternative ducation rogram A

DAEP is an alternative to long-term suspension. It is a voluntary program that provides 6<sup>th</sup> – 12<sup>th</sup> 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.

DRAFT 7, 2018-19 STUDENT CODE OF CONDUCT [June 15, 2018]

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**Commented [TUSD11]:** REVISED

**Commented [TUSD12]:** Mendoza recommendation to include data on race/ethnicity in the review of potential "overuse/misuse of PIC referrals"

**Commented [TUSD13]:** M. Stegeman recommendation to include the limitations on the exercise of the PIC option as stated in the response to a Fisher RFI

**Commented [TUSD14]:** R. Sedgwick and M. Stegeman recommendation to include language from ARS 15-841 into the Code.

**Commented [TUSD15]:** Stakeholder recommendation to change "pupil" to "student" for consistency

**Commented [TUSD16]:** M. Stegeman recommendation to state explicitly that a principal can send a student home immediately and temporarily, in the case of student safety concerns, prior to an official disciplinary finding

**Commented [TUSD17]:** M. Stegeman comment re clarifying who makes decisions on various placements

**Commented [TUSD18]:** Special Master / IC Member K. Langford comment that the abeyance contract doesn't shorten or eliminate suspension days

**Commented [TUSD19]:** REVISED

**Commented [TUSD20]:** Multiple stakeholder concerns about the terms "mutual combat" and "fighting"

Staff recommends the term "fighting"

**Commented [TUSD21]:** M. Stegeman recommendation to clarify the situations where ISI is more appropriate than ISS.



**Basic 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.

**Commented [TUSD22]:** Plaintiff and M. Stegeman recommendation to remove the terms "basic" and "formal" due process in favor of just describing what happens at various stages

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 **an ongoing threat of disrupting 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 Sup't 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**

### ~~Formal~~ Due Process (Long-Term Suspension or Expulsion)

Principals/assistant principals~~Administrators~~ 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.

Commented [TUSD23]: Plaintiff and M. Stegeman recommendation to remove the terms “basic” and “formal” due process in favor of just describing what happens at various stages

Commented [TUSD24]: REVISED

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

- Reasonable access to ~~nonprivileged~~ 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 ~~adverse~~ evidence and witnesses at the hearing
- To have the testimony presented and ~~saved~~ preserved
- 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; Assistant Sup't 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 the 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, sites strive to implement Restorative Practices and to keep students in their classroom 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, <u>and may request an elevated consequence based on campus safety concerns.</u></p> <p>The chart below lists actions that may be taken by school administration as the result of a violation. The Action Level identifies <u>maximum a range of</u> actions for violations assigned to that level. Multiple actions may be applied to a single violation.</p> <p><b>Actions listed in bold are the minimum and mandatory action for that level of violation.</b> <b>For all violations, parent/guardian notification and student conference are mandatory.</b></p>			
LEVEL 1	<p>Before referring a matter to site administration, classroom teachers are expected to employ at least <u>three</u> classroom level interventions every <u>semester</u> with proper documentation for a level 1 offense.</p> <table><tr><td><ul style="list-style-type: none"><li>• <b>Parent/Guardian Notification and Conference Request</b></li><li>• <b>Student Conference</b></li><li>• Restorative Circle or Conference (<u>see page 23</u>)</li><li>• Verbal/Written Apology</li><li>• Reflective Essay</li><li>• Warning</li></ul></td><td><ul style="list-style-type: none"><li>• Detention (before/after school; lunch)</li><li>• Saturday School</li><li>• Time Out (not to exceed 30 minutes)</li><li>• Reassignment To Different Class</li><li>• Suspended Privileges</li><li>• Community Service (not work detail)</li><li>• Restitution</li><li>• Teen Court</li><li>• Referred to Outside Agency</li></ul></td><td><ul style="list-style-type: none"><li>• Meeting With Counselor</li><li>• Peer Mediation</li><li>• Functional Behavioral Assessment</li><li>• Behavior Contract</li><li>• Behavior Intervention Group</li><li>• Behavior Learning Packets</li><li>• Behavior Intervention Plan</li><li>• Other Action (consistent w/other Level 1 interventions).</li></ul></td></tr></table> <p>* some actions may not be available at all sites</p>	<ul style="list-style-type: none"><li>• <b>Parent/Guardian Notification and Conference Request</b></li><li>• <b>Student Conference</b></li><li>• Restorative Circle or Conference (<u>see page 23</u>)</li><li>• Verbal/Written Apology</li><li>• Reflective Essay</li><li>• Warning</li></ul>	<ul style="list-style-type: none"><li>• Detention (before/after school; lunch)</li><li>• Saturday School</li><li>• Time Out (not to exceed 30 minutes)</li><li>• Reassignment To Different Class</li><li>• Suspended Privileges</li><li>• Community Service (not work detail)</li><li>• Restitution</li><li>• Teen Court</li><li>• Referred to Outside Agency</li></ul>	<ul style="list-style-type: none"><li>• Meeting With Counselor</li><li>• Peer Mediation</li><li>• Functional Behavioral Assessment</li><li>• Behavior Contract</li><li>• Behavior Intervention Group</li><li>• Behavior Learning Packets</li><li>• Behavior Intervention Plan</li><li>• Other Action (consistent w/other Level 1 interventions).</li></ul>
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LEVEL 2	<p>Any Action from the prior level(s) <u>may</u> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Restorative Conference and/or Restorative Circle</b> (<u>see page 23</u>)</li><li>• Social Skills Groups and/or Mentoring may be facilitated by a counselor, social worker, or other qualified staff.</li></ul>			
LEVEL 3	<p>Any Action from the prior level(s) <u>may</u> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Restorative Conference and/or Restorative Circle</b> (<u>see page 23</u>)</li><li>• 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 site has first attempted and documented the types of intervention(s) used in PBIS or Restorative Practices).</li></ul>			
LEVEL 4	<p>Any Action from the prior level(s) <u>may</u> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Restorative Conference and/or Restorative Circle (upon re-entry to school)</b> (<u>see page 23</u>)</li><li>• <b>Out of School Suspension and/or Abeyance – Long-Term (11-30 Days)</b> except for violations listed below</li></ul> <p><u>*Mutual Combat Fighting. 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. six to nine day suspension with three days waived if student participates in mediation.</u></p> <p><u>*Possession or Use of Drugs or Alcohol. First offense: three day suspension with two days waived if student agrees to attend a substance abuse workshop and, upon return to school, an intake interview and to be searched for drugs or alcohol. Second offense: eleven day suspension with eight days held in abeyance if student agrees to attend a substance abuse workshop and, upon return to school, an intake interview, and to be searched for drugs or alcohol.</u></p>			
LEVEL 5	<p>Any Action from the prior level(s) <u>may</u> also be imposed.</p> <ul style="list-style-type: none"><li>• <b>Out of School Suspension and/or Abeyance – Long-Term (11-180 Days)</b></li><li>• <b>Restorative Conference and/or Restorative Circle (upon re-entry to school)</b> (<u>see page 23</u>)</li><li>• Expulsion</li></ul>			

**Commented [TUSD25]:** M. Stegeman recommendation to state explicitly that elevations can be based on student safety concerns under #3

**Commented [TUSD26]:** Multiple stakeholder concerns about the terms "mutual combat" and "fighting"  
Staff recommends the term "fighting"

### Guidelines for Applying Actions/Consequences

IMPORTANT INFORMATION

1. Nothing in the Code shall prevent school personnel from protecting campus safety as appropriate.
2. Principals and assistant principals (APs) must communicate with the Discipline Review Team immediately to jointly review suspensions (the Team will still review the use of ISI and abeyances).
3. Principals and APs at the elementary level (Pre-K-5<sup>th</sup> Grade) **shall consider** all violations, with the exception of possession of firearms or any incidence of threat to an educational institution, at one level lower than that of the actual violation 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 interventions, attendance, etc.). Requests must be submitted to the Assistant Superintendent for final approval and to jointly review for final approval, reviewed by with the Discipline Review Team to determine if teachers and/or principals/assistant principals administrators 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.
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. ~~Mutual Combat~~ (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 ~~and second~~ offense (a second fight may result in a long-term suspension if approved by the Discipline Review Team and 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 ~~will~~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 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.** A principal/assistant principal n administrator must immediately notify an Assistant Superintendent and the Discipline Review Team 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.

**Commented [TUSD27]:** M. Stegeman recommendation to "incorporate or edit" information from page 9 into the main sections. The committee reviewed this recommendation and did not adopt it for the following reasons:

1. incorporating these rules into various other sections throughout the document would not be consistent with the direction to simplify the document...such incorporation would likely add more language, more pages, and cause more confusion

2. principals, staff, and teachers appreciate the current format of having the rules on one page, followed by the guidelines and exceptions immediately on the following page

**Commented [TUSD28]:** This section title is revised to align with the title on the previous page, "Action Levels"

**Commented [TUSD29]:** M. Stegeman recommendation to state explicitly that elevations can be based on student safety concerns under #3

**Commented [TUSD30]:** REVISED

**Commented [TUSD31]:** M. Stegeman recommendation to allow the Asst Supt to review all elevation requests, with subsequent review from the the Discipline Review Team

**Commented [TUSD32]:** M. Stegeman recommendation to "state explicitly that principals can elevate discipline levels as appropriate to protect student safety"

**Commented [TUSD33]:** M. Stegeman recommended allowing elevation by one or two levels.

Staff recommends eliminating this option as it is extremely rare and, with the added provision to protect campus safety, it is unlikely that there will be a need to elevate twice in situations not involving safety

**Commented [TUSD34]:** R. Sedgwick recommendation to clarify that an intent to fight may result in a consequence

**Commented [TUSD35]:** REVISED

### Violation Charts

<b>AGGRESSION</b>		
Violation		Offense level
<b>Provocation (verbal or nonverbal)</b> Using language or gestures that <b>may incite</b> another person or people to fight.		<b>1</b>
<b>Recklessness</b> Engaging in unintentional, careless behavior that <b>may pose</b> a safety or health risk for yourself or for others.		<b>1</b>
<b>Minor Aggressive Act</b> Engaging in intentional, <b>non-serious but inappropriate physical contact</b> 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.		<b>2</b>
<b>Endangerment</b> 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, <del>running down a hallway, riding a bike on campus</del> , etc.		<b>3</b>
<b>PHYSICAL CONFLICT</b>		
<b>Other Aggression</b> Using other acts of aggression not specifically listed within the Aggression section including, but not limited to, intentional, <b>serious and inappropriate physical contact</b> including, but not limited to, any example listed under "Minor Aggressive Act" that may result in a serious physical injury.	<b>Mutual Combat (Fighting)</b> A fight is defined as a physical altercation in which both parties are willing participants <del>where a preponderance of evidence notes that both parties</del> 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 <del>in the physical altercation/fight, and where the circumstances present a threat to safety because of the number of participants or the intensity and violence of the conduct.</del>	<b>Assault</b> <del>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.</del>
<b>3</b>	<b>4*</b>	<b>4</b>
<u>Involves serious and inappropriate physical contact.</u> <u>Includes "fighting" where the circumstances do not present a threat to safety.</u>  <u>Similar conduct not meeting the definition of Other Aggression shall be treated as the level 2 offense of "Minor Aggressive Act."</u>	<u>*Due to the mutual involvement of participants, principals/assistant principals administrators will be granted an automatic waiver of the mandatory minimum, eleven-day long-term suspension normally used at this level for a first offense. See specific guidelines for fighting consequences on page 8, Level 4, above.</u>  <u>Similar conduct not meeting the definition of Fighting shall be treated as the level 3 offense of "Other Aggression."</u>	<u>Involves one person acting against another.</u>  <u>Similar conduct between mutual participants shall be treated as the level 4* offense of "Fighting."</u>
<b>Aggravated Assault</b> 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: <del>teacher or any school employee on school grounds</del> , law enforcement officer, prosecutor, firefighter, EMT/Paramedic engaged in official duties, <del>teacher or any school employee on school grounds</del> , 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.		<b>5</b> <b>Mandatory report to law enforcement</b>

DRAFT 7, 2018-19 STUDENT CODE OF CONDUCT [June 15, 2018]

9

**Commented [TUSD36]:**

DOJ recommended two levels of fighting for an earlier draft.

Staff discussed this with the DOJ and explained that two levels already exist: Other Aggression captures "low-level fights" as a level 3 offense, and Fighting captures fights that implicate safety as a Level 4\* offense.

DOJ then recommended we clarify "the specific and narrow factual scenarios in which the discipline offenses of "Other Aggression," "Mutual Combat (Fighting)," and "Assault" are to be applied

This revised format is in response to the DOJ recommendation

**Commented [TUSD40]:** R. Sedgwick recommendation to provide some natural language about what assault means, particularly as compared to fighting

**Commented [TUSD37]:** REVISED

**Commented [TUSD38]:** DOJ recommendation to change "be granted" to "grant"

**Commented [TUSD39]:** DOJ recommendation to add a sentence to the draft "Mutual Combat (Fighting)" offense about any conduct not meeting the definition of that offense being treated as the level three offense of "Other Aggression."

**Commented [TUSD41]:** R. Sedgwick recommendation to highlight this category

<b>ALCOHOL, TOBACCO AND OTHER DRUG VIOLATIONS</b>		
Definitions		
<p><b>Drug Violation:</b> Unlawful use, <del>cultivation, manufacture</del>, 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.</p> <p><b>Possession:</b> knowing exercise of dominion or control over an item.</p> <p><b>Use:</b> the act of using or being under the influence.</p> <p><b>Sale:</b> to transfer or exchange an item to another person for anything of value or advantage, present or prospective.</p> <p><b>Share:</b> to allow another person to use or enjoy something that one possesses.</p> <p><b>*Administrators/Principals/assistant principals</b> will be granted an automatic waiver of the mandatory, <u>minimum eleven-day</u> 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 8, <u>Level 4</u>, above.</p>		
Violation		Violation level
<p><b>Inappropriate use of Over the Counter Drugs</b> 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.</p> <p><b>Tobacco Violation</b> 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, <u>vapes or vape pens</u>, and hookah sticks), at school-sponsored events and on school-sponsored transportation.</p> <p><b>Possession of Drug Paraphernalia</b> 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.</p>		
	<b>Possession or Use</b>	<b>2</b>
	<b>Sale or Share</b>	<b>3</b>
<p><b>Alcohol Violation</b> 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.</p> <p><b>Inhalants</b> Inhalants include medications, anesthetics, or 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.</p> <p><b>Unknown Drug</b> (if a drug is identified, after an investigation, a different violation may be identified)</p> <p><b>Substance Represented as an Illicit Drug</b> A substance that is not an illicit drug but that is represented as, and could be perceived as being, an illicit drug.</p>		
	<b>Possession or Use</b>	<b>4*</b>
	<b>Sale or Share</b>	<b>5</b>
<p><b>Inappropriate use of Prescription Drugs</b> Medicines obtained with the lawful prescription of a health care professional. Inappropriate use includes any use other than that described by the prescription.</p> <p><b>Illicit Drug</b> Illicit drugs include dangerous drugs, narcotic drugs, marijuana, 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.</p>		<b>Mandatory report to law enforcement</b>
	<b>Possession or Use</b>	<b>4*</b>
	<b>Sale or Share</b>	<b>5</b>

**Commented [TUSD42]:** Fisher Plaintiffs concerned that students do not cultivate or manufacture drugs on campus.

Staff recommends eliminating these from the definition of "drug violation" because they are not included as violations in the Student Code.

**Commented [TUSD43]:** REVISED

[ ]

<b>ATTENDANCE POLICY VIOLATION (Out of school suspension is not permitted)</b>	
Violation	Consequence Level
<b>Other Attendance Violations</b> <b>Examples:</b> 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.	<b>1</b>
<b>Tardy</b> Arriving at school or class after the scheduled start time.	<b>1</b>
<b>Unexcused Absence</b> Missing school for an entire day with no acceptable excuse.	<b>1</b>
<b>Leaving School Grounds without Permission</b> Leaving school grounds or being in an "out-of-bounds" area during regular school hours without principal or designee permission	<b>1</b>
<b>Truancy</b> Having an unexcused absence for at least one class period during the day (applies to students aged 6-16).	<b>1</b>

<b>OTHER VIOLATIONS OF SCHOOL POLICIES</b>	
Violation	Consequence Level
<b>Dress Code Violation</b> Wearing clothing that violates dress code guidelines stated by school or district policy.	<b>1</b>
<b>Parking Lot Violation</b> 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.	<b>1</b>
<b>Public Display of Affection</b> Kissing or other inappropriate displays of affection.	<b>1</b>
<b>Other Violation of School Policies and Regulations</b> Committing some other violation of school or district policy or regulation.	<b>1</b>
<b>Inappropriate Language (verbal or nonverbal)</b> Delivering verbal or nonverbal messages that include swearing, name calling, or use of words or gestures in an inappropriate way.  <u>A principal/assistant principal/administrator may treat a student swearing at 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).</u>	<b>2</b>
<b>Defiance or Disrespect Towards Authority and Non Compliance</b> Engaging in repeated behavior including, but not limited to, refusing to follow directions, or talking back, or <u>swearing at a staff member or delivers engaging in socially rude interactions.</u>	<b>2</b>
<b>Contraband</b> Possessing items stated in school policy as prohibited because they may disrupt the learning environment.	<b>2</b>
<b>Combustible</b> Possessing a substance or object that is readily capable of causing bodily harm or property damage. (e.g. matches, lighters)	<b>2</b>
<b>Disruption</b> 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.	<b>2</b>
<b>Gambling</b> Playing games of chance for money <u>(or thing of value)</u> or betting a sum of money <u>(or thing of value)</u> .	<b>2</b>
<b>Negative Group Affiliation / Illegal Organization</b> 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.	<b>3</b>

Commented [TUSD44]: REVISED

Commented [TUSD45]: M. Stegeman, R. Sedgwick, and Fisher Plaintiffs support the first part of the sentence; M. Hicks does not support it;

Mendoza Plaintiffs have concerns over it (but don't object); K. Foster comments that this is not just about the swearing, but it is more about circumstances that display disrespect.

Staff added the second part of the sentence to address the Mendoza's, Ms. Foster's, and M. Hick's concerns by limiting the "elevation" to instances of swearing AND disrespect (a principal/assistant principal should not elevate just because a curse word was used, but only where it is used in a context of disrespect or defiance). Mendoza Plaintiffs support this revision.

Commented [TUSD46]: Clarified to remove "swearing at a staff member" as that situation is addressed in the revision to Inappropriate Language

Commented [TUSD47]: Stakeholder recommendation to include "thing of value"



<b>DISHONESTY</b>	
Violation	Level
<b>Cheating</b> 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
<b>Forgery</b> Falsely and fraudulently making or altering a document, including hall passes and parent/guardian signatures.	2
<b>Lying</b> Making an untrue statement with the intention to deceive or to create a false or misleading impression.	2
<b>Plagiarism</b> Stealing and passing off the ideas or words of another as one's own, including material obtained online.	2

<b>TECHNOLOGY, IMPROPER USE OF</b>	
Violation	Level
<b>Telecommunication Device or Other Technology</b> <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/administrator in accordance with the Student Code of Conduct. (see Policy JICJ) : may be elevated to a level violation but cannot result in out of school suspension.</p> <p><b>Examples:</b> use of telecommunication devices (cell phones, pagers, etc.) or other technology (gaming systems, iPods, iPads, Tablets, etc) for a non-instructional purpose.</p>	2
<b>Computer or Network Violation</b> : may not be elevated to level . <p><b>Examples (Computer):</b> 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><b>Examples (Network):</b> Posting videos of fights onto social media, use of 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>	3

Commented [TUSD48]: REVISED

<b>TRESPASSING; VANDALISM OR CRIMINAL DAMAGE</b>	
Definitions	
<b>Criminal damage:</b> 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. <del>Administrators</del> Principals/assistant principals may consider acts of vandalism that result in damages exceeding \$5,000 in value at a Level 4. <b>Example:</b> Substantial destruction of copy machines, vehicles, science or computer equipment.	
Violation	Level
<b>Trespassing</b> <p>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/ chief administrator or designee of the facility, campus or function.</p>	2
<b>Graffiti or Tagging</b> Writing on walls; drawings or words painted or sprayed on walls or other surfaces that can be easily removed with soap or cleaner.	2
<b>Vandalism of Personal property</b> Destroying or defacing personal property.	3
<b>Vandalism of School Property</b> Destroying or defacing school property. <b>Examples:</b> Destroying school computer records, carving initials or words in desk top, spray painting on walls, damaging vehicles.	3

Commented [TUSD49]: REVISED

Commented [TUSD50]: REVISED



<b>SEXUAL OFFENSES</b>	
Definition	Classification level
<b>Harassment, Sexual</b> 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), or physical conduct of a sexual nature.	3
<b>Pornography</b> Possessing or providing sexually explicit and obscene depictions of persons, in words or images. <b>Examples:</b> 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
<b>Harassment, Sexual with contact</b> Committing sexual harassment that includes physical contact.	4
<b>Indecent Exposure or Public Sexual Indecency</b> Engaging in sexual acts or public sexual indecency. <b>Examples:</b> 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
<b>Sexual Assault or Rape</b> 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

<b>ARSON</b>	
Definitions	
<b>Structure:</b> a building or place with sides and a floor used for lodging, business, transportation, recreation, or storage <b>Occupied structure:</b> 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. <b>Property:</b> anything other than a structure that is owned and has value of any kind (e.g., a backpack, school book, clothing, etc.). <b>Damage:</b> as used here, means a tangible or visible impairment to a surface. <b>Reckless Burning:</b> recklessly causing a fire or explosion resulting in damage to a structure, wild land, or property. ( <del>see A.R.S. § 13-1702</del> )	
Definition	Classification level
<b>Arson of a Structure or Property</b> Knowingly and unlawfully damaging a structure or property by knowingly causing a fire or explosion. 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
<b>Arson of an Occupied Structure</b> Knowingly and unlawfully damaging an occupied structure by knowingly causing a fire or explosion.	5 Mandatory report to law enforcement and Fire Dept.
<del>Administrators, 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 \$500, at level 4. Please see the definition of Reckless burning above.</del>	

Commented [TUSD51]: REVISED

<b>HARASSMENT AND THREAT, INTIMIDATION</b>	
Violation	Discipline Level
<b>Threat or Intimidation</b> Indicating, by words or conduct, the intent to cause physical injury or serious damage to a person or their property, or intentionally places another person in reasonable apprehension of imminent physical injury. This may include threats or intimidation that occurs online or through a telecommunication device.	3
<b>Bullying</b> 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. 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 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).	3
<b>Harassment, nonsexual</b> 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. : 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.	3
<b>Hazing</b> Committing an act against another student, in which both of the following apply: 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. *Administrators/Principals/assistant principals may treat incidents of hazing at a Level 4 in consultation with the Discipline Review Team.	3

Commented [TUSD52]: REVISED

<b>SCHOOL THREAT OR INTERFERENCE</b>	
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	Discipline Level
<b>Fire Alarm Misuse</b> Intentionally ringing fire alarm when there is no fire.	4
<b>Other School Threat (Verbal)</b> Making a verbal School Threat.	4
<b>Bomb Threat</b> Threatening to cause harm by using or threatening to use a bomb, or arson-causing device.	5 Expulsion required by law
<b>Chemical or Biological Threat</b> Threatening to cause harm using dangerous chemicals or biological agents.	
<b>Other School Threat</b> 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).	

<b>THEFT</b>	
Violation	Action Level
<b>Petty Theft</b> Stealing cash, or property, valued under \$100.	<b>2</b>
<b>Theft – School Property or Non-School Property</b>  Knowingly: b. Controls property of another with the intent to deprive the other person of such property; or c. Converts for an unauthorized term or use services or property of another entrusted to the defendant or placed in the defendant's possession for a limited, authorized term or use; or d. 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 e. 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 f. Controls property of another knowing or having reason to know that the property was stolen; or g. Obtains services known to the defendant 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.	<b>3</b>
<b>Burglary or Breaking and Entering</b>  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.	<b>4</b>
<b>Extortion</b>  Knowingly obtaining or seeking to obtain property or services by means of a threat to do in the future any of the following: 1. Cause physical injury to anyone by means of a deadly weapon or dangerous instrument. 2. Cause physical injury to anyone except as provided in paragraph 1 of this subsection. 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 as a public servant or cause a public servant to take or withhold action. 8. Cause anyone to part with any property.	<b>4</b>
<b>Robbery</b>  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.	<b>4</b>
<b>Armed Robbery</b>  Committing robbery (see definition above) 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.	<b>5</b> <b>Mandatory report to law enforcement</b>
<b>Burglary (First Degree)</b>  Entering or remaining unlawfully in or on a residential structure or yard or a nonresidential structure or in a fenced commercial with the intent to commit any theft or any felony therein) and knowingly possessing explosives, a deadly weapon or a dangerous instrument in the course of committing any theft or any felony.	<b>5</b> <b>Mandatory report to law enforcement</b>

<b>WEAPONS AND DANGEROUS ITEMS (POSSESSION OF)</b>	
See policy for more details on weapons in school	
Violation	Discipline Level
<b>Dangerous Items</b> Possessing a knife with a blade length of less than 2.5 inches, air soft gun, b.b.gun, laser pointer, letter opener, mace/pepper spray, paintball gun, pellet gun, razor blade/box cutter, simulated knife, taser or stun gun, tear gas, firecrackers, smoke and stink bombs, gas, lighter fluid, and 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).  <b>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.</b>	3
<b>Simulated Firearm</b> Possessing a simulated firearm made of plastic, wood, metal or any other material which is a replica, facsimile, or toy version of a firearm.  <b>If the simulated firearm is used to threaten or intimidate, the violation will be considered a level 4.</b>	3
<b>Other Weapons</b> Possessing a billy club, brass knuckles, knife with a blade length of at least 2.5 inches, nunchakus.  <b>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.</b>	4
<b>Firearms</b> 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/administrator.  <b>"Firearm"</b> 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.  <b>"Other Firearms"</b> –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. ()  : his definition does not apply to items such as toy guns, colorful plastic water guns, cap guns, bb guns, and pellet guns	5 <b>Expulsion required by law</b>  <b>Mandatory report to law enforcement</b>

Commented [TUSD53]: REVISED

**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/>

**Commented [TUSD54]:** M. Hicks recommendation to add all Governing Board policies that pertain to students.

This section replaces the former section that included only "discipline-related" policies

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 ~~(EEA)~~**

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	safety recaptions
Always comply with bus driver's/monitor's directions	Know the correct bus route # and route to/from the bus stop; ALWAYS board/depart the correct stop known by parent/ <u>guardian</u> Discuss what to do if the bus is late in the morning or no one is home in the afternoon
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	

**Commented [TUSD55]:** M. Hicks recommendation to highlight transportation rules

**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>

**Commented [TUSD56]:** This is the same language as previous versions, reformatted to match the sub-sections above

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	<u>Principals/assistant principals</u> may offer to hold a suspension in “abeyance” (to not instantly enforce the suspension) if (1) the <u>principal / assistant principal</u> believes it is in the best interests of the student and the school community, (2) the student and parent/ <u>guardian</u> agree to certain conditions, and (3) the student and parent/ <u>guardian</u> signs an abeyance contract agreeing to certain conditions. This regulation explains the abeyance contract process and requirements.

**Commented [TUSD57]:** REVISED

**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](http://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 prior to the 11th day of suspension, but should happen as soon as possible based on parent/guardian/staff availability.

**Commented [TUSD58]:** This is the same language as previous versions, reformatted to match the sub-sections above

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, ~~the District~~ 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 accomodation 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.

**Commented [TUSD59]:** Revisions to address Fisher Plaintiffs’ concerns re manifestation hearings



**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.

**Commented [TUSD60]:** M. Hicks recommendation to include relevant state statutes using as an example the Higley Unified School District (HUSD) code. Track changes reflect modifications to the HUSD version – particularly where there was an Education Code statute (Chapter 15) that was more relevant than the Criminal Code statute (Chapter 13), or where the Criminal Code makes no specific reference to “schools” or “pupils”

**Commented [TUSD61]:** ADDED THIS SENTENCE

STATUTE SUBJECT	STATUTE REFERENCE
<u>ABSENCE FROM SCHOOL; NOTIFICATION OF PARENT OR GUARDIAN</u>	<u>A.R.S. § 15-807</u>
<u>BULLYING, HARASSMENT, INTIMIDATION</u>	A.R.S. § 15-341(36)(a-j) <del>13-1202</del>
<u>CLASSROOM DISRUPTION</u>	<u>A.R.S. § 15-841</u>
<u>COMPUTER TAMPERING</u>	<u>A.R.S. § 13-2316</u>
<u>DISORDERLY CONDUCT; INTERFERENCE WITH OR DISRUPTION OF AN EDUCATIONAL INSTITUTION</u>	<u>A.R.S. § 13-2904 and A.R.S. § 13-2911</u>
<u>LOITERING (IN OR ABOUT A SCHOOL)</u>	A.R.S. § 13-2905(A)(4)
SCHOOL DAY	A.R.S. § <del>15-341</del> , 15-901, and <del>ADOT R17-9-104</del>
<u>DISCIPLINE; SUSPENSION; EXPULSION</u>	A.R.S. § 15-843 and 15-841 through 15-844
<u>TOBACCO</u>	<u>A.R.S. § 36-798</u>
<u>VERBAL ABUSE OF A TEACHER OR SCHOOL EMPLOYEE IN SCHOOL</u>	A.R.S. § 15-507

**Commented [TUSD62]:** Disorderly conduct has been removed from the Student Code

**Commented [TUSD63]:** This refers to “Minimum Standards for School Bus Operation”

**Commented [TUSD64]:** This is a definition statute and does not add value to the Student Code

### Rights and Responsibilities

<ul style="list-style-type: none"> <li>• Learn in a safe, clean, orderly and positive climate that is unbiased, nonjudgmental, and free from prejudice, discrimination, verbal or physical threats and abuse.</li> <li>• Receive appropriate accommodations to meet individual needs. (as supported by documentation)</li> <li>• Be treated with respect and in a fair and equitable manner by teachers and administrators.</li> <li>• Due process of law.</li> <li>• Have school rules that are enforced in a consistent, fair and reasonable manner.</li> <li>• Be free from retaliation, from fear of retaliation, and from sex discrimination and sexual harassment at school, including dating abuse.</li> <li>• 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 site administration immediately.</li> <li>• Receive a copy of this Code.</li> <li>• Have access to school assignments/homework while serving a disciplinary suspension and have options for alternative instructional opportunities for any long term suspension.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Make positive contributions to an environment that allows fellow students to be free from discrimination, harassment, hazing and bullying.</li> <li>• Make up work resulting from an absence.</li> <li>• Respect the rights, feelings, and property of fellow students, parents/guardians, school staff, visitors, guests, and school neighbors.</li> <li>• 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.</li> <li>• Display behavior that does not compromise the safety of other students and/or staff.</li> <li>• Follow discipline guidelines adopted by the school and District.</li> <li>• Protect and take care of the school's property.</li> <li>• Read and ask questions to understand the information in the Code of Conduct.</li> </ul>
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<ul style="list-style-type: none"> <li>• Request and be granted conferences with teachers, counselors and/or the principal.</li> <li>• Receive explanations from teachers about their student's grades and disciplinary procedures.</li> <li>• Access and review school records pertaining to their student.</li> <li>• Receive a copy of this Code.</li> <li>• 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)</li> <li>• Request an interpreter or translator at any step of the disciplinary process.</li> <li>• Request a review of all disciplinary actions relating to their student.</li> <li>• Direct their student's education, upbringing and moral/religious training.</li> <li>• 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.</li> <li>• Be treated in a manner that is respectful of and responsive to their cultural traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend school daily according to school district adopted Communicate and collaborate with teachers to support student achievement.</li> <li>• Attempt to participate and be active at their student's school.</li> <li>• Be partners with school staff by sharing appropriate ideas for improving student learning and by helping to prevent and/or resolve student discipline problems.</li> <li>• Provide supervision of the student's health, physical and emotional well being, and assume responsibility for the student's timely regular attendance.</li> <li>• Promptly provide the school with explanations for student absences or tardiness.</li> <li>• Ensure student compliance with school and district policies and regulations.</li> <li>• Read and ask questions to understand the information in this Code.</li> <li>• Reinforce the importance of students' adherence to values and behaviors described in this Code.</li> </ul>

## Annual Notifications

ANNUAL NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)	TUSD ANNUAL NOTIFICATION OF PRIVACY RIGHTS OF PARENTS AND STUDENTS
<p>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:</p> <p><b>(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. Dep't of Educ. (ED)</b></p> <ol style="list-style-type: none"> <li>1. Political affiliations or beliefs of the student or student's parent;</li> <li>2. Mental or psychological problems of the student or student's family;</li> <li>3. Sex behavior or attitudes;</li> <li>4. Illegal, anti-social, self-incriminating, or demeaning behavior;</li> <li>5. Critical appraisals of others with whom respondents have close family relationships;</li> <li>6. Legally recognized privileged relationships (like with lawyers, doctors, or ministers);</li> <li>7. Religious practices, affiliations, or beliefs of the student or parents; or</li> <li>8. Income, other than as required by law to determine program eligibility.</li> </ol> <p><b>(2) Receive notice and an opportunity to opt a student out of –</b></p> <ol style="list-style-type: none"> <li>1. Any other protected information survey, regardless of funding;</li> <li>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;</li> <li>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.</li> </ol> <p><b>(3) Inspect, upon request and before administration or use –</b></p> <ol style="list-style-type: none"> <li>1. Protected information surveys of students;</li> <li>2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and</li> <li>3. Instructional material used as part of the educational curriculum.</li> </ol> <p>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.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>•Collection, disclosure, or use of personal information for marketing, sales, or other distribution.</li> <li>•Administration of any protected information survey not funded in whole or in part by ED.</li> <li>•Any non-emergency, invasive physical examination or screening as described above.</li> </ul> <p>Parents who believe their rights have been violated may file a complaint with:</p> <p style="text-align: center;">Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 2020</p>	<p>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:</p> <p><b>(1) The right to inspect and review the student's education records within 45 days from the day TUSD receives a request.</b></p> <p>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.</p> <p>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.</p> <p><b>(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.</b></p> <p>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.</p> <p><b>(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.</b></p> <p>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.</p> <p>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.</p> <p><b>(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.</b></p> <p>Any complaints arising from an alleged violation of these rights may be submitted to the Superior Court of Pima County, Arizona, or to:</p> <p style="text-align: center;">The Family Policy Compliance Office, U.S. Dep't of Education 400 Maryland Avenue, SW, Washington, D.C. 20202 (202) 260-3887</p>

Directory Information

DRAFT 7, 2018-19 STUDENT CODE OF CONDUCT [June 15, 2018]

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## 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 Administrative Regulation 5130). 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 2001 (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.

## Student Discipline

### Essential Questions:

- What are the major concerns about student discipline in the classroom?
- What are the most problematic behaviors in the classroom?
- What systems are in place for the problematic behaviors?

<u>Behavior</u>	<u>Current System</u>	<u>Effectiveness</u>
Aggression on playground	<ul style="list-style-type: none"> <li>• Sit out</li> <li>• Send to office</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes</li> <li>• Sometimes</li> </ul>
Aggressive Behavior	<ul style="list-style-type: none"> <li>• GSRR</li> <li>• PBIS flowchart</li> <li>• Think time</li> <li>• MTSS</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes effective</li> <li>• Sometimes effective (need more PBIS training for staff)</li> </ul>
Apathy	<ul style="list-style-type: none"> <li>• Support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Not working (not enough support staff)</li> </ul>
Bullying	<ul style="list-style-type: none"> <li>• ISS</li> <li>• Restorative</li> <li>• Parent Conf.</li> </ul>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• Sometimes</li> <li>• Sometimes</li> </ul>
Bullying	<ul style="list-style-type: none"> <li>• Conference, discuss empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Yes (sometimes)</li> </ul>
Defiance	<ul style="list-style-type: none"> <li>• Think time</li> <li>• Reflection sheet</li> <li>• No recess (in class-monitors)</li> <li>• Parent Communication</li> <li>• Partner teacher</li> <li>• Referral to Admin.</li> </ul>	<ul style="list-style-type: none"> <li>• No</li> <li>• Sometimes</li> <li>• Sometime</li> <li>• Sometimes</li> <li>• Sometimes</li> <li>• Sometimes</li> </ul>
Defiance	<ul style="list-style-type: none"> <li>• Calming corner</li> <li>• Think Time</li> <li>• Principal/Dean/Counselor</li> <li>• Call Home</li> </ul>	<ul style="list-style-type: none"> <li>• No</li> <li>• No (<i>won't go</i>)</li> <li>• No</li> <li>• No</li> </ul>
Defiance	<ul style="list-style-type: none"> <li>• Restorative circles</li> <li>• Think time</li> <li>• Buddy rooms</li> </ul>	<ul style="list-style-type: none"> <li>• No</li> <li>• No</li> <li>• No</li> </ul>
Defiance	<ul style="list-style-type: none"> <li>• Phone call home</li> <li>• Conference</li> <li>• Buddy room</li> <li>• Mediation</li> <li>• Think time</li> <li>• Interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes</li> <li>• Sometimes</li> <li>• Sometimes</li> <li>• Sometimes</li> <li>• Sometimes</li> <li>• Sometimes</li> </ul>
Defiance	<ul style="list-style-type: none"> <li>• Contract</li> <li>• PBIS</li> <li>• ISI</li> <li>• MTSS</li> </ul>	<ul style="list-style-type: none"> <li>• Yes/No (site based)</li> <li>• Yes/No (site based)</li> <li>• Yes/No (site based)</li> <li>• Yes/No (site based)</li> </ul>
Defiance	<ul style="list-style-type: none"> <li>• Think time</li> <li>• Buddy class</li> <li>• Send to office</li> <li>• Restorative conference</li> </ul>	<ul style="list-style-type: none"> <li>• No</li> <li>• Sometimes</li> <li>• No</li> <li>• Sometimes</li> </ul>
Defiance (swearing at teachers)	<ul style="list-style-type: none"> <li>• Detention</li> </ul>	<ul style="list-style-type: none"> <li>• Not working</li> </ul>
Destruction of property	<ul style="list-style-type: none"> <li>• PBIS</li> </ul>	<ul style="list-style-type: none"> <li>• No (no consequences, no parental support)</li> </ul>

<u>Behavior</u>	<u>Current System</u>	<u>Effectiveness</u>
Disrespect	<ul style="list-style-type: none"> <li>• Restorative</li> <li>• Think Time</li> <li>• Buddy room</li> <li>• Call parents</li> </ul>	<ul style="list-style-type: none"> <li>• No</li> <li>• No</li> <li>• No</li> <li>• Works at times</li> </ul>
Disrespect	<ul style="list-style-type: none"> <li>• Phone call home</li> <li>• Conference</li> <li>• Buddy room</li> <li>• Mediation</li> <li>• Think time</li> <li>• Interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes</li> <li>• Sometimes</li> <li>• Sometimes</li> <li>• Sometimes</li> <li>• Sometimes</li> <li>• Sometimes</li> </ul>
Disrespect (for authority, school property)		
Disrespectful (people, property)	<ul style="list-style-type: none"> <li>• Think time</li> <li>• Logical consequence</li> <li>• Calling for help</li> </ul>	<ul style="list-style-type: none"> <li>• No</li> <li>• No (students get sent right back with no consequence at all)</li> <li>• No</li> </ul>
Disrupt class	<ul style="list-style-type: none"> <li>• Think time</li> <li>• Restorative Circle</li> <li>• Call for support</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes</li> <li>• Sometimes</li> <li>• Sometimes</li> </ul> <p>(Disruptive students are not being removed from class as needed!!!! It is hurting others' learning)</p>
Disruptive child	<ul style="list-style-type: none"> <li>• MTSS</li> </ul>	<ul style="list-style-type: none"> <li>• Too difficult to remove a student</li> <li>• Too long of a process</li> <li>• Not enough counselors to deal with special discipline problems</li> <li>• Lack of adequate support from district</li> <li>• K-8 mix is not productive or safe for smaller children</li> </ul>
Dress Code		
Extreme Anti-social, anti-success behaviors	<ul style="list-style-type: none"> <li>• Crisis Response</li> <li>• Alternative MS</li> <li>• Behavior Intervention Team</li> <li>• MTSS-Behavior</li> <li>• Restorative Justice Training</li> </ul>	<ul style="list-style-type: none"> <li>• No</li> <li>• ?</li> <li>• Too long</li> <li>• Too paper worky</li> <li>• Not adequate, not all inclusive</li> </ul>
Fighting	<ul style="list-style-type: none"> <li>• Call home</li> <li>• Lunch detention</li> <li>• In school suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes</li> <li>• No</li> <li>• Only some schools use it - sometimes</li> </ul>
Fighting (kick, punch, pull, unkind words)	<ul style="list-style-type: none"> <li>• Talk it out (w/teacher or peer)</li> <li>• Think time/Referral (depending on infraction)</li> <li>• Office</li> </ul>	<ul style="list-style-type: none"> <li>• Temporarily</li> <li>• Sometimes</li> <li>• No</li> </ul>
Fighting on Playground	<ul style="list-style-type: none"> <li>• Monitor talk</li> <li>• Call office</li> </ul>	<ul style="list-style-type: none"> <li>• No</li> </ul>
Hurting Others	<ul style="list-style-type: none"> <li>• Restorative Circle</li> <li>• Principal</li> <li>• Think time</li> <li>• Report</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes</li> <li>• Sometimes</li> <li>• Sometimes</li> <li>• Sometimes (kids are too young)</li> </ul>
Incomplete assignments	<ul style="list-style-type: none"> <li>• Call home</li> <li>• Replace assignments</li> </ul>	<ul style="list-style-type: none"> <li>• No</li> <li>• Sometimes</li> </ul>



<b><u>Behavior</u></b>	<b><u>Current System</u></b>	<b><u>Effectiveness</u></b>
Lack of motivation	<ul style="list-style-type: none"> <li>• PBIS</li> <li>• Tutoring</li> <li>• Interventions</li> <li>• Study skills</li> <li>• MTSS</li> </ul>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• Yes</li> <li>• Yes</li> <li>• Yes</li> <li>• Yes</li> </ul>
Lack of respect	<ul style="list-style-type: none"> <li>• Soar</li> <li>• Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Yes/No (site based)</li> <li>• Yes/No (site based)</li> </ul>
Inappropriate Behaviors outside the classroom	<ul style="list-style-type: none"> <li>• Teacher must follow up</li> <li>• PBIS</li> <li>• Restorative conference</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes</li> <li>• Sometimes</li> <li>• Sometimes</li> </ul>
Lack of respect of teachers and classmates	<ul style="list-style-type: none"> <li>• Posted rules</li> <li>• PBIS expectations</li> <li>• Modeling</li> </ul>	<ul style="list-style-type: none"> <li>• somewhat</li> </ul>
Leaving class without permission	<ul style="list-style-type: none"> <li>• Call home</li> </ul>	<ul style="list-style-type: none"> <li>• No</li> </ul>
Physical Aggression	<ul style="list-style-type: none"> <li>• Parent contact</li> <li>• Admin. referral</li> <li>• Police referral</li> <li>• Reflection sheet</li> <li>• Outside: No recess</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes</li> <li>• Sometimes</li> <li>• Sometimes</li> <li>• Sometimes</li> <li>• Sometimes</li> </ul>
Profanity	<ul style="list-style-type: none"> <li>• Talk to them</li> <li>• Call home</li> <li>• To office</li> </ul>	<ul style="list-style-type: none"> <li>• Depends on kit/Family</li> </ul>
Runners	<ul style="list-style-type: none"> <li>• MTSS room</li> </ul>	<ul style="list-style-type: none"> <li>• No (need stronger consequences)</li> </ul>
Trauma Acting-out		<ul style="list-style-type: none"> <li>• No</li> <li>• ?</li> <li>• Too long</li> <li>• Too paper worky</li> <li>• Not adequate, not all inclusive</li> </ul>
Truancy	<ul style="list-style-type: none"> <li>• No system (drop-out prevention, not visible, no communication)</li> </ul>	<ul style="list-style-type: none"> <li>• Not working</li> </ul>
ocal outburst during instruction	<ul style="list-style-type: none"> <li>• Posted rules</li> <li>• Reminders</li> <li>• PBIS expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly</li> </ul>