

APPENDIX VI – 33

Governing Board Date	Governing Board Action	Item	Description
8/30/2018	<p>INFORMATION ONLY. Details are available via the video and audio recordings on the web. Dr. Trujillo and Mark Alvarez provided information and responded to Board inquiries. Board members commenting and/or asking questions were Adelita Grijalva, Kristel Foster and Michael Hicks.</p>	TUSD Code of Conduct Professional Development Overview/Distribution	To provide the TUSD Governing Board information on the execution of the Code of Conduct training at the District and Site Levels. Regional Assistant Superintendents in collaboration with Sam Brown and Charlotte Brown created trainings for all TUSD administrators to familiarize them with the new Student Code of Conduct. These trainings include an overview of the Student Code of Conduct with principals at the district level, site level training and materials for a professional development Wednesday, and a training module and assessment piece on True North Logic.
10/23/2018	<p>INFORMATION ONLY Dr. Trujillo introduced Jeff Coleman and Jennifer Titley-Rubio who presented information and responded to Board inquiries. Board members commenting and/or asking questions were Kristel Foster and Michael Hicks.</p>	Threat Assessment Protocol for the Assessment of Student Threats in TUSD	The purpose of this agenda item is to inform the Governing Board and the public of the new threat assessment protocol to be utilized in the Tucson Unified School District when threats to individuals or the educational institution have been received. This presentation will include an overview of the composition of the team involved in assessing the threat, methods of communication and documentation, professional development that has been provided to principals, counselors, and social workers as well as the different levels of threats and responses that may be identified through this process.
10/23/2018	<p>INFORMATION ONLY Dr. Trujillo introduced Jansen Azarias and they presented information and responded to Board inquiries. Board members commenting and/or asking questions were Adelita Grijalva, Michael Hicks, Rachael Sedgwick and Kristel Foster.</p>	Higher Ground Programming Update in the Tucson Unified School District	The purpose of this agenda item is to inform the Governing Board and the public of all of the programming and professional development provided by Higher Ground throughout the Tucson Unified School District. Specifically, this presentation will provide a progress report and update on professional development and services provided to the DAEP program, the Community Schools Initiative, and the Character Lab Project.

2/26/2019	STUDY/ACTION Board President Mark Stegeman introduced item and Rachael Sedgwick presented information. Dr. Trujillo also presented information. Board members commenting and/or asking questions were Leila Counts, Mark Stegeman, Rachael Sedgwick, Adelita Grijalva and Kristal Foster. Rob Ross provided legal advice.	Code of Conduct: Review and Update	The purpose of this item is for the Board to discuss and, potentially, vote to adopt an updated Code of Conduct. The Board adopted a new Code of Conduct, which was implemented at the beginning of the school year. Feedback suggests that it is time to discuss and update it.
3/12/2019	STUDY/ACTION Postponed	Board Direction on Student Code of Conduct	To continue and clarify the February 26 Board discussion by giving specific direction to staff concerning the Student Code of Conduct. The Board would request that staff develop specific proposed revisions to the GSRR, which would implement specific Board goals, including a full commitment to and process for honoring teachers' rights as granted by A.R.S. 15-841, at every TUSD school.
3/12/2019	INFORMATION ONLY Dr. Trujillo introduced Richard Sanchez and Israel Macias-Reyes who provided information and responded to Board member inquiries. Board members commenting and/or asking questions were Adelita Grijalva, Kristel Foster and Rachael Sedgwick.	A New Alternative at Project MORE: 9th-12th Grade Success Option for High School	The purpose of this agenda item is to update the board on efforts to expand alternative education services to high school students. The presentation will detail the plan and implementation details of the expansion of educational programming at Project MORE. Currently, Project More focuses on only 11th and 12th grade credit deficient students. The proposal for 2019-2020 calls for the transition of Project More into a comprehensive 9-12th grade alternative high school setting for students across the district.
3/26/2019	INFORMATION ONLY Postponed	Support Measures for Student Discipline SPR 2019	The purpose of this agenda item is to inform the Governing Board and the public of the leadership team's response to teacher feedback, received via multiple channels, noting challenging conditions with regard to student discipline at the classroom level. The presentation will note the specific actions that have been employed at sites since January, proposed revisions to the Code of Conduct reflective of teachers concerns, and additional student support services to be provided to schools throughout the remainder of the 18-19 school year and going forward for the 19-20 school year.

3/26/2019	INFORMATION ONLY Postponed	Report of Disciplinary Incidents and Trends by the Student Relations Department	<p>The purpose of this informational item is to inform the Board and the community of a comprehensive report of disciplinary incidents and trends in the Tucson Unified School District for the first semester of the 2018-2019 school year. The report will focus on the current state of exclusionary discipline, particularly for the district's plaintiff class students, Native American students, and students with disabilities (Ex Ed) and the extent to which incidents leading to exclusionary disciplinary consequences have declined or increased as compared to this point in time during the 2017-2018 school year.</p> <p>Lastly, the report will provide an update regarding the amount of students that have participated in the newly implemented mediation requirement for fight violations as well as the newly offered drug and alcohol awareness and prevention workshops for 1st and 2nd offense drug, tobacco, and alcohol violations for personal usage.</p>
4/9/2019	EXECUTIVE MEETING	Student Code of Conduct (Guidelines for Student Rights and Responsibilities)	Legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 Subsections (A)(3) and/or (A)(4). Student Code of Conduct (Guidelines for Student Rights and Responsibilities)
4/9/2019	INFORMATION ONLY	Support Measures for Student Discipline SPR 2019	<p>The purpose of this agenda item is to inform the Governing Board and the public of the leadership team's response to teacher feedback, received via multiple channels, noting challenging conditions with regard to student discipline at the classroom level. The presentation will note the specific actions that have been employed at sites since January, proposed revisions to the Code of Conduct reflective of teachers concerns, and additional student support services to be provided to schools throughout the remainder of the 18-19 school year and going forward for the 19-20 school year.</p>

4/9/2019	INFORMATION ONLY	Report of Disciplinary Incidents and Trends by the Student Relations Department	<p>The purpose of this informational item is to inform the Board and the community of a comprehensive report of disciplinary incidents and trends in the Tucson Unified School District for the first semester of the 2018-2019 school year. The report will focus on the current state of exclusionary discipline, particularly for the district's plaintiff class students, Native American students, and students with disabilities (Ex Ed) and the extent to which incidents leading to exclusionary disciplinary consequences have declined or increased as compared to this point in time during the 2017-2018 school year.</p> <p>Lastly, the report will provide an update regarding the amount of students that have participated in the newly implemented mediation requirement for fight violations as well as the newly offered drug and alcohol awareness and prevention workshops for 1st and 2nd offense drug, tobacco, and alcohol violations for personal usage.</p>
5/21/2019	STUDY ITEM Postponed	Student Code of Conduct Update for the 2019-2020 School Year	To update the TUSD Governing Board on the timeline for revising the 2019-2020 Student Code of Conduct Handbook. Will include an updated draft of the COC with input from various community members, as well as an overview of the input received so far. We plan to have an action item to approve the final COC Handbook on May 28, 2019.
5/28/2019	STUDY/ACTION Dr. Trujillo introduced Dan Bailey and Sam Brown who provided information and responded to Board member inquiries. Board members commenting and/or asking questions were Adelita Grijalva, Kristel Foster, Rachael Sedgwick, Leila Counts and Mark Stegeman. Dr. Trujillo provided additional information and responded to Board member inquiries.	Student Code of Conduct Update for the 2019-2020 School Year	<p>To update the Tucson Unified Governing Board on the timeline for revising the 2019-2020 Student Code of Conduct Handbook. To provide the Governing Board with the proposed changes to the 2019-2020 Student Code of Conduct Handbook, including an updated draft of the COC with input from various community members, as well as an overview of the input received so far. We plan to have an action item to approve the final COC Handbook on May 28, 2019.</p> <p>☐</p>

<p>6/25/2019</p>	<p>ACTION ITEMS II Motion to approve the Student Code of Conduct Handbook for the 2019-2020 School Year as presented Motion by Kristel Foster, second by Leila Counts. Final Resolution: Motion Passed Yes: Leila Counts, Kristel Foster, Adelita Grijalva, Rachael Sedgwick Not Present at Vote: Mark Stegeman</p>	<p>Student Code of Conduct Handbook for the 2019-2020 School Year.</p>	<p>To request Governing Board approval of the Tucson Unified 2019-2020 Student Code of Conduct Handbook. To provide the Governing Board with the 2019-2020 Student Code of Conduct Handbook.</p>
------------------	---	--	--

TUCSON UNIFIED SCHOOL DISTRICT
GOVERNING BOARD
AGENDA FOR SPECIAL MEETING*

TIME: August 30, 2018
4:30 p.m.

PLACE: Multipurpose Room
Duffy Community Center
5145 East Fifth Street
Tucson, Arizona

CALL TO ORDER

ACTION ITEM

- 4:30 p.m. 1. Schedule an executive meeting at this time to consider the following matters:
- A. Discussion or consultation with the attorneys of the Governing Board in order to consider its position and instruct its attorneys regarding the Governing Board's position regarding pending litigation pursuant to A.R.S. §38-431.02 (A)(4)
 - 1) Fisher-Mendoza, etc. v. TUSD, et al
 - B. Discussions or consultations with designated representatives of the public body in order to consider its position and instruct its representatives pursuant A.R.S. §38-431.03 Subsections (A)(5); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 (A)(3) and (A)(4)
 - 1) Negotiations with employee organizations

ACTION ITEM

MOTION AND VOTE TO RECESS SPECIAL MEETING TO EXECUTIVE SESSION

RECESS SPECIAL MEETING TO EXECUTIVE SESSION

ACTION ITEM

MOTION AND VOTE TO ADJOURN EXECUTIVE MEETING AND RECONVENE SPECIAL MEETING – appx 5:30 p.m.

Multipurpose Room
Duffy Community Center
5145 East Fifth Street
Tucson, Arizona 85711

5:30 p.m. PLEDGE OF ALLEGIANCE

Special Board Meeting
August 30, 2018 – 4:30 p.m.
Page | 2

INFORMATION ITEMS

2. Superintendent's Report
 - Awards and Recognitions
 - Report Out on Philosophy 101
 - Report Out on Sabino High School Baseball
 - Southwest Key Update
3. Board Member Activity Reports
4. Procurement of Tucson Unified School District Marketing and Recruitment Services – Requested by Board Member Mark Stegeman
5. Robert's Rules of Order – Facilitated by General Counsel Robert S. Ross, Jr. – Requested by Board Members Mark Stegeman and Rachael Sedgwick
6. Reorganization of the Mexican American Student Services Department
7. Exceptional Education Pilot Program for Inclusion – Specifically Tucson High Magnet School Programmatic Changes – Requested by Board Member Rachael Sedgwick
8. Tucson Unified School District Vision of Excellence
9. AZMERIT District Performance
10. Tucson Unified School District Code of Conduct Professional Development Overview/Distribution
11. Use of School Plant Funds – Requested by Board Member Rachael Sedgwick
12. Policy for School Plant Fund – Requested by Board Member Rachael Sedgwick

STUDY ITEM

13. Tucson Unified School District Budget Study Session No. 1

Special Board Meeting
August 30, 2018 – 4:30 p.m.
Page | 3

FUTURE MEETING DATES AND AGENDA ITEMS

10:00 p.m. MOTION AND VOTE TO ADJOURN OR EXTEND SPECIAL BOARD MEETING

ADJOURNMENT

- One or more Governing Board members will/may participate by telephonic or video communications.
- Names and details, including available support documents, may be obtained during regular business hours at the TUSD Governing Board Office.
- Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Translations/Interpretations Services at 225-4600. Requests should be made as early as possible to arrange the accommodation.
- Upon request, TUSD will provide a certified interpreter to interpret Governing Board meetings whenever possible. Please contact Translations/Interpretations Services at 225-4672 at least 72 hours prior to the event. Every effort will be made to honor requests for interpretation services made with less than 72 hours' notice.
- Previa petición, TUSD proporcionará un intérprete certificado para interpretar la agenda de las reuniones de la Mesa Directiva o de proporcionar los servicios de interpretación en la reuniones de la Mesa Directiva cuando sea posible. Favor de contactar los Servicios de Traducción/Interpretación al teléfono 225-4672 cuando menos 72 horas antes del evento. Se hará todo lo posible para proporcionar los servicios de interpretación realizados con menos de 72 horas de anticipación.
- If authorized by a majority vote of the members of the Governing Board, any matter on the open meeting agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03 (A)(3). The executive session will be held immediately after the vote and will not be open to the public.
- The order of items on this agenda may be modified during the meeting at the discretion of the Board President or upon a motion to amend the order of business which is approved by a 2/3 vote of the Board.



TUCSON UNIFIED SCHOOL DISTRICT

MEETING August 30, 2018
OF:

TITLE: Tucson Unified School District Code of Conduct Professional Development Overview/Distribution

ITEM #: 10

Information: X

Study:

Action:

PURPOSE:

To provide the TUSD Governing Board information on the execution of the Code of Conduct training at the District and Site Levels.

DESCRIPTION AND JUSTIFICATION:

Regional Assistant Superintendents in collaboration with Sam Brown and Charlotte Brown created trainings for all TUSD administrators to familiarize them with the new Student Code of Conduct. These trainings include an overview of the Student Code of Conduct with principals at the district level, site level training and materials for a professional development Wednesday, and a training module and assessment piece on True North Logic.

All Regional Assistant Superintendents will be available to answer any questions the Board may have.

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:

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

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

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):

Mark Alvarez, Interim Assistant Superintendent of Santa Cruz Region II 8/17/2018

Name	Title	Date
------	-------	------

DOCUMENTS ATTACHED/ ON FILE IN BOARD OFFICE:

ATTACHMENTS:
Click to download
Presentation

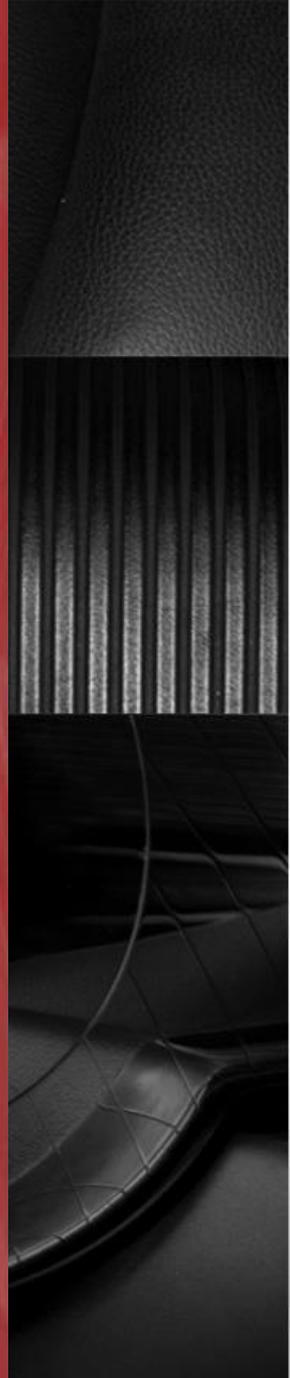
TUCSON UNIFIED SCHOOL DISTRICT

BOARD AGENDA ITEM
CONTINUATION SHEET



Student Code of Conduct District and Site Training

Governing Board Meeting, August 30th, 2018



Phase I- Basic Training for Administrators

- **Basic Training for all administrators on July 24th**
 - Basic Information
 - Restorative Practices and PBIS
 - Alternatives to Suspensions- PICs
 - Due Process
 - Short- and Long-Term Suspension Appeal
- **Scenarios for New Administrators on July 26th**
 - School and Classroom Scenarios
 - Mandatory Actions

Phase II- Specific Training for Administrators Regional Level

- **Regional Superintendents Planning Sessions**
 - August 13- 14
 - August 20-21
- **Regional Superintendent Presentation to Principals**
 - September 6, 2018 ILA
 - Overview
 - Scavenger Hunt
 - Documentation of incidents (Synergy)
 - Scenarios
 - Violation Charts
 - Action Levels 1-5

Phase III- Site Level Training for Teachers

- **Principal delivers content**

- a. **Professional Development Wednesday on September 12th, 19th , or 26th.**

- i. **Overview**

- Scavenger Hunt
 - Documentation of Interventions

- ii. **Level I- In-class discipline**

- Classroom directed vs. Office directed

- iii. **Scenarios**

- Interventions
 - Violation Charts
 - Action Levels 1-5

- **True North Logic**

- a. **Overview**

- PowerPoint covering the Violations Charts, Action Levels 1-5, and scenarios

- b. **Assessment**

- Online

TUCSON UNIFIED SCHOOL DISTRICT
GOVERNING BOARD
DRAFT AGENDA FOR SPECIAL MEETING*

TIME: October 23, 2018
4:30 p.m.

PLACE: Multipurpose Room
Duffy Community Center
5145 East Fifth Street
Tucson, Arizona

CALL TO ORDER

ACTION ITEM

- 4:30 p.m. 1. Schedule an executive meeting at this time to consider the following matters:
- A. Student matters pursuant to A.R.S. §§15-342, 15-521, and 15-843; A.R.S. §38-431.03 (A)(2) (consideration of records exempt by law from public inspection); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 Subsections (A)(3) and (A)(4)
 - 1) Hearing Officers' Recommendations (2)
 - B. Personnel issues pursuant to A.R.S. §38-431.03 (A)(1); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 (A)(3) and (A)(4); and consideration of records exempt by law from public inspection (A)(2)
 - 1) Board Selection of Interview Representatives for Coordinator of Staff Services for Governing Board

ACTION ITEM

MOTION AND VOTE TO RECESS SPECIAL MEETING TO EXECUTIVE SESSION

RECESS SPECIAL MEETING TO EXECUTIVE SESSION

ACTION ITEM

MOTION AND VOTE TO ADJOURN EXECUTIVE MEETING AND RECONVENE SPECIAL MEETING – appx 5:30 p.m.

Multipurpose Room
Duffy Community Center
5145 East Fifth Street
Tucson, Arizona 85711

5:30 p.m. PLEDGE OF ALLEGIANCE

Special Board Meeting
October 23, 2018 – 4:30 p.m.
Page | 2

INFORMATION ITEMS

2. Awards and Recognitions
3. Superintendent's Report
4. Board Member Activity Reports
5. Annual Report of the Education Enrichment Foundation (EEF)
6. Tucson Unified School District Vision of Excellence: School Level Expectations
7. Tucson Unified School District Principal Evaluation Instrument – Artifacts and Evidence for Performance 2018-2019
8. Professional Development Plan for the Tucson Unified School District: An Executive Overview
9. Units by Design in the Tucson Unified School District: Supporting a Viable Curriculum
10. Office 365 in the Tucson Unified School District
11. Youth on Their Own
12. Threat Assessment Protocol for the Assessment of Student Threats in Tucson Unified School District
13. Higher Ground Programming Update in the Tucson Unified School District
14. Cost Savings Measures Employed at IELC's and Savings Update

STUDY ITEMS

15. Governing Board Policy IHB – *Exceptional Education Instructional Programs* (revision), Per R7-2-401
16. Fiscal Year 2019 Expenditure Update
17. University of Arizona Counseling at Tucson Unified School District Family Resource Centers

Special Board Meeting
October 23, 2018 – 4:30 p.m.
Page | 3

18. Tucson Unified School District Three-Year Integration Plan

FUTURE MEETING DATES AND AGENDA ITEMS

10:00 p.m. MOTION AND VOTE TO ADJOURN OR EXTEND SPECIAL BOARD MEETING

ADJOURNMENT

- One or more Governing Board members will/may participate by telephonic or video communications.
- Names and details, including available support documents, may be obtained during regular business hours at the TUSD Governing Board Office.
- Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Translations/Interpretations Services at 225-4600. Requests should be made as early as possible to arrange the accommodation.
- Upon request, TUSD will provide a certified interpreter to interpret Governing Board meetings whenever possible. Please contact Translations/Interpretations Services at 225-4672 at least 72 hours prior to the event. Every effort will be made to honor requests for interpretation services made with less than 72 hours' notice.
- Previa petición, TUSD proporcionará un intérprete certificado para interpretar la agenda de las reuniones de la Mesa Directiva o de proporcionar los servicios de interpretación en la reuniones de la Mesa Directiva cuando sea posible. Favor de contactar los Servicios de Traducción/Interpretación al teléfono 225-4672 cuando menos 72 horas antes del evento. Se hará todo lo posible para proporcionar los servicios de interpretación realizados con menos de 72 horas de anticipación.
- If authorized by a majority vote of the members of the Governing Board, any matter on the open meeting agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03 (A)(3). The executive session will be held immediately after the vote and will not be open to the public.
- The order of items on this agenda may be modified during the meeting at the discretion of the Board President or upon a motion to amend the order of business which is approved by a 2/3 vote of the Board.



TUCSON UNIFIED SCHOOL DISTRICT

MEETING October 23, 2018
OF:

TITLE: Threat Assessment Protocol for the Assessment of Student Threats in TUSD

ITEM #: 12

Information: X

Study:

Action:

PURPOSE:

The purpose of this agenda item is to inform the Governing Board and the public of the new threat assessment protocol to be utilized in the Tucson Unified School District when threats to individuals or the educational institution have been received.

DESCRIPTION AND JUSTIFICATION:

This presentation will include an overview of the composition of the team involved in assessing the threat, methods of communication and documentation, professional development that has been provided to principals, counselors, and social workers as well as the different levels of threats and responses that may be identified through this process.

Jeff Coleman, Tammy Hille and Jennifer Titley-Rubio will present information and answer any questions.

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:

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

Violence Prevention Threat Assessment Protocol

Governing Board Presentation
October 23, 2018

Jeff Coleman
Director – School Safety
Jennifer Titley-Rubio LCSW
Lead TUSD EXed Social Worker
State Certified School Social Worker

What it is?

- A protocol to bring a standardized approach to assessment of threats made against other persons at our schools.
- It allows for the creation of a multidisciplinary group to assess the threat.

Why do we need it?

- We had 37 threats to harm multiple persons at a campus in the second semester of SY 17/18.
- So far for SY 18/19 we have had 8 incidents. (4 high school, 3 middle school, 1 K-8)
- Missed signals in Parkland Florida incident reinforced the need.
- Intended for threats to harm multiple persons, it may be used for one on one threats.

New Threat Assessment Protocol

- The Threat Assessment Protocol involves evaluation and classification of these types of threats:
 - Unknown perpetrator
 - Transient
 - Substantive
- Appropriate response & intervention

Unknown Perpetrator - Page 1-3

- May include threats written on school property (a favorite is in the bathroom)
- Phone calls
- Printed
- Electronic

Response Procedures - Page 2-3

- An investigation is conducted.
- Depending on the severity level of a threat, schools will increase security and implement crisis communications and social media plans to communicate effectively with students, staff, parents and the community.

Transient and Substantive Threat Protocols – Page 3

- When an individual becomes the focus of a threat assessment investigation, appropriate authorities gather information, evaluate facts, and make a determination as to whether that person poses a threat of violence.
- If an inquiry indicates that there is a risk of violence in a specific situation, authorities conducting the threat assessment collaborate with others to develop and implement a plan to manage the incident.

Transient and Substantive Threat Protocols

- Transient threats (expression of anger or frustration, often intended as a joke).
- Substantive threats (serious threat to harm others that involves a detailed plan and means).

Transient Threat Protocol

- **Transient threats can be resolved and documented with the concurrence of a site administrator and their supervisor.**
- **School consequences will often apply.**
- **Staff to call School Safety and fill out Attachment A, Transient Threat Disposition Form located on page 16.**

Substantive Threats – Pages 4-15

- Specific and plausible, details such as a specific victim, time, place, and method.
- Repeated over time or conveyed to differing individuals.
- Involves planning, substantial thought, or preparatory steps.
- Recruitment or involvement of accomplices.
- Invitation for an audience to observe threat being carried out.
- Physical evidence of intent to carry out threat.(e.g., lists, drawings, written plan)

Minimum of 3 persons

- Principal/Assistant Principal
- Counselor
- School Psychologist
- Social Worker
- School Resource Officer
- Teacher(s)
- School Safety Personnel
- Parent
- MTSS Facilitator

Step 2: Inquiry Format Page 5-7

- Specific information will be gathered on the incident. (page 6)
- Information gathering on Personality traits, family, school, and social dynamics. (definitions page 5, data page 7)

Step 3: Assessing Information

- Complete the 9 questions based on all known information.
- Scores are assigned to each question.

Step 4: Determine the threat level –

Pages 7-10.

- The scale is meant to measure the severity and frequency of an alleged threat.
- If questions are non-applicable award zero points.
- The below example is on page 7.

(EXAMPLE) Has the student engaged in attack-related behaviors? These behaviors might include.

1) Developing an attack idea or plan; NO

1) Making efforts to acquire or practice with weapons; YES, One Point

1) Casing or checking out possible sites and areas for attack; YES One Point

1) Rehearsing attacks or ambushes. NO

Circle rating level; 1 2 3 4 Total:2 Circle rating should be 2

Determine the threat level – 9 questions – Pages 8-10

- Motives and goals
- Communication of thoughts
- Interest in attacks
- Capacity to carry it out, including access to weapons
- Stressful events in their life
- Concern by others about potential for violence

Step 4: Determine the threat level

Case 4:74-cv-00099-DCB Document 2375-6 Filed 10/01/19 Page 36 of 245

scoring – Page 10

- Low – 0-14
- Medium -15-23
- High – 24 or higher

Step 5: Intervention and Management - Overall – Page 11

Threat Management:

- Immediate protective actions.
- Notify the intended victim and the victim's parent.
- Determine the most appropriate placement which may include suspension from school pending a comprehensive safety evaluation.
- This evaluation may include a psychological assessment.
- May also require law enforcement involvement.

Step 5: Intervention and Management Continued

- Create a written safety plan to protect the potential victim and to address the student's educational needs.
- A determination will be made to return the student to school or placement in an alternative setting.
- Include the conditions that must be met and the procedures in place to monitor the student when he or she returns to the school setting.

- These are suggested responses for consideration when dealing with a low, middle, or high risk threat.
- Not all of them will apply to every situation.

Interventions for Safety – Pages 14-15

- This is where we record what we are going to do, by checking all steps that apply.
- Follow up (review of status date) is indicated on page 14.
- Other considerations (page 15) include:
 - Adjudication status
 - Court or foster placement
 - Other agencies that may provide assistance

Implementation and Evaluation

- Kick off October 1, 2018
- Use will be reviewed in January 2019 and again in June 2019

Staff Training Status

- All School Safety – 4 sessions in May-June 18
- Psychologists and Social Workers – 9-5-18
- High School Counselors – 9-18-18
- Middle School Counselors – 9-20-18
- Health Services – 10-5-18
- Elementary Counselors – 11-30-18

Questions?

- School Safety Dispatch Office
at 584-7676 (24/7)
- Jeff Coleman – Director
at 225-4924

Jeffrey.coleman@tusd1.org



TUCSON UNIFIED SCHOOL DISTRICT

MEETING October 23, 2018
OF:

TITLE: Higher Ground Programming Update in the Tucson Unified School District

ITEM #: 13

Information: X

Study:

Action:

PURPOSE:

The purpose of this agenda item is to inform the Governing Board and the public of all of the programming and professional development provided by Higher Ground throughout the Tucson Unified School District.

DESCRIPTION AND JUSTIFICATION:

Specifically, this presentation will provide a progress report and update on professional development and services provided to the DAEP program, the Community Schools Initiative, and the Character Lab Project.

Jansen Azarias, Director for High Ground, will present information.

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

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

Date
I certify that funds for this expenditure in the amount of \$

Other _____
Budget Cost Budget Code

are available and may be:
 Authorized from current year budget
 Authorized with School Board approval
 Code: Fund:

INITIATOR(S):

Dr. Gabriel Trujillo/Superintendent	10.3.18
Name	Date

DOCUMENTS ATTACHED/ ON FILE IN BOARD OFFICE:

ATTACHMENTS:
Click to download
Annual Report
Professional Development
City Schools - Hollinger Character Lab

TUCSON UNIFIED SCHOOL DISTRICT

BOARD AGENDA ITEM
CONTINUATION SHEET





Professional Development in TUSD

Last year Higher Ground started doing Professional Development with approximately 30 teachers as part of the contract with the District Alternative Education program. 80% of teachers stated that they would strongly recommend the training to peers with 100% of them stating that the materials discussed were relevant to their line of work.

As a result, Higher Ground started doing Professional Development with several other TUSD Schools. These trainings are all scheduled during the schools professional development time on Wednesday's. The training topics include:

- De-escalation
- Basic Classroom Management
- Conflict Resolution & Reframing

The following schools have already received training:

- Lawrence K-8
 - 33 Teachers trained in De-escalation and Basic SEL concepts
- Hollinger K-8
 - 2 counselors
- Rincon High School
 - 55 Teachers trained in De-escalation
- Project More
 - 25 Teachers trained in De-escalation

Jansen Azarias, Founder and CEO/President, of Higher Ground, is teaching all trainings. To date, several other schools have requested the training as several feel that its relevance and presentation is applicable to the things they deal with on a daily basis. The primary focus of the professional developments is to support school staff with the ever increasing Socio-emotional and behavior needs that continue to disrupt the classroom instruction recognizing that the district lacks the necessary funding for well trained behavior interventionist forcing teachers to be both academic instructors and behavior experts.

Some of the quotes from teachers who have received the training:

"I wish we could have more PDs with Higher Ground so that they didn't have to rush through/cram so much into each one."

"Jansen really knows how to tie in participant's questions and comments into the materials he is covering."

"They are always ready with answers for "what if we have a really difficult students who does..." with very helpful practical strategies to use with students."

TUCSON UNIFIED SCHOOL DISTRICT
GOVERNING BOARD
DRAFT AGENDA FOR SPECIAL MEETING*

TIME: February 26, 2019
4:00 p.m.

PLACE: Multipurpose Room
Duffy Community Center
5145 East Fifth Street
Tucson, Arizona

CALL TO ORDER

ACTION ITEM

- 4:00 p.m. 1. Schedule an executive meeting at this time to consider the following matters:
- A. Student matters pursuant to A.R.S. §§15-342, and 15-843; A.R.S. §38-431.03 (A)(2) (consideration of records exempt by law from public inspection); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 Subsections (A)(3) and (A)(4)
 - 1) Hearing Officers' Recommendations (2)
 - B. Personnel issues pursuant to A.R.S. §38-431.03 (A)(1); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 (A)(3) and (A)(4); and consideration of records exempt by law from public inspection (A)(2)
 - 1) Superintendent's Contract Extension
 - C. Discussion or consultation with the attorneys of the Governing Board in order to consider its position and instruct its attorneys regarding the Governing Board's position regarding pending litigation pursuant to A.R.S. §38-431.02 (A)(4)
 - 1) Resolution of Special Education Due Process Matter
 - 2) Fisher-Mendoza, etc. v. TUSD, et al
 - D. Discussions or consultations with designated representatives of the public body in order to consider its position and instruct its representatives pursuant to A.R.S. §38-431.03 Subsections (A)(5); legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 (A)(3) and (A)(4)
 - 1) Negotiations with employee organizations

ACTION ITEM

MOTION AND VOTE TO RECESS SPECIAL MEETING TO EXECUTIVE SESSION

Special Board Meeting
February 26, 2019 – 4:00 p.m.
Page | 2

RECESS SPECIAL MEETING TO EXECUTIVE SESSION

ACTION ITEM

MOTION AND VOTE TO ADJOURN EXECUTIVE MEETING AND RECONVENE
SPECIAL MEETING – appx 5:30 p.m.

Multipurpose Room
Duffy Community Center
5145 East Fifth Street
Tucson, Arizona 85711

5:30 p.m. PLEDGE OF ALLEGIANCE

INFORMATION ITEMS

2. Awards and Recognitions
3. Superintendent's Report
4. Board Member Activity Reports

CALL TO THE AUDIENCE (20 minutes) *(Pursuant to Governing Board Policy No. BDAA, at the conclusion of the Call to the Audience, the Governing Board President will ask if individual members wish to respond to criticism made by those who have addressed the Board, wish to ask staff to review a matter, or wish to ask that a matter be put on a future agenda. No more than two board members may address each criticism.)*

INFORMATION ITEMS

5. FY2018 Comprehensive Annual Financial Report (CAFR)
6. Update from the Audit Committee
7. Overview of Textbook and Course Approval Process for all Newly Proposed Courses in the Tucson Unified School District – Requested by Board Member Ms. Leila Counts
8. The Destiny Textbook Management System: An Overview

STUDY/ACTION ITEMS

9. Governing Board Policy IJJ – *Textbook/Supplementary Materials Selection and Adoption* (revision) – Requested by Board Clerk Ms. Rachael Sedgwick

Special Board Meeting
February 26, 2019 – 4:00 p.m.
Page | 3

10. Code of Conduct: Review and Update – Requested by Board Clerk Ms. Rachael Sedgwick

INFORMATION ITEMS

11. Superintendent and District Effectiveness Survey Report
12. Arizona Department of Education (ADE) Audit of TUSD ELD Programming: Readiness and Results
13. Update on Three Student Assignment Proposals: Removal of the K-5 Boundary and Withdrawal of Magnet Status at Roskrige Bilingual Magnet K-8 School, and Addition of Third Grade to Johnson Primary School
14. TEAM 7 Presentation
15. FY19 Expenditure Update

STUDY ITEMS

16. Mexican American Studies/Mexican American Viewpoint Culturally Relevant Courses (CRC) – Requested by Board Clerk Ms. Rachael Sedgwick
17. Tucson Unified School District Budget Study Session No. 4

FUTURE MEETING DATES AND AGENDA ITEMS

10:00 p.m. MOTION AND VOTE TO ADJOURN OR EXTEND SPECIAL BOARD MEETING

ADJOURNMENT

- One or more Governing Board members will/may participate by telephonic or video communications.
- Names and details, including available support documents, may be obtained during regular business hours at the TUSD Governing Board Office.
- Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Translations/Interpretations Services at 225-4600. Requests should be made as early as possible to arrange the accommodation.
- Upon request, TUSD will provide a certified interpreter to interpret Governing Board meetings whenever possible. Please contact Translations/Interpretations Services at 225-4672 at least 72 hours prior to the event. Every effort will be made to honor requests for interpretation services made with less than 72 hours' notice.
- Previa petición, TUSD proporcionará un intérprete certificado para interpretar la agenda de las reuniones de la Mesa Directiva o de proporcionar los servicios de interpretación en la reuniones de la Mesa Directiva cuando sea posible. Favor de contactar los Servicios de Traducción/Interpretación al teléfono 225-4672 cuando menos 72 horas antes del evento. Se hará todo lo posible para proporcionar los servicios de interpretación realizados con menos de 72 horas de anticipación.
- If authorized by a majority vote of the members of the Governing Board, any matter on the open meeting agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03 (A)(3). The executive session will be held immediately after the vote and will not be open to the public.
- The order of items on this agenda may be modified during the meeting at the discretion of the Board President or upon a motion to amend the order of business which is approved by a vote of the Board.



TUCSON UNIFIED SCHOOL DISTRICT

MEETING February 26, 2019
OF:

TITLE: Code of Conduct: Review and Update - Requested by Board Clerk Ms. Rachael Sedgwick

ITEM #: 10

Information:

Study: X

Action: X

PURPOSE:

The purpose of this item is for the Board to discuss and, potentially, vote to adopt an updated Code of Conduct.

DESCRIPTION AND JUSTIFICATION:

The Board adopted a new Code of Conduct, which was implemented at the beginning of the school year. Feedback suggests that it is time to discuss and update it.

BOARD POLICY CONSIDERATIONS:

BBAA

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

INITIATOR(S):

Ms. Rachael Sedgwick/Board Clerk	2.15.19	
Name	Title	Date

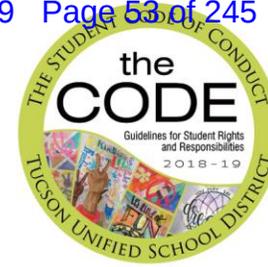
DOCUMENTS ATTACHED/ ON FILE IN BOARD OFFICE:

ATTACHMENTS:
Click to download
2.26.19 Code of Conduct Update

TUCSON UNIFIED SCHOOL DISTRICT

BOARD AGENDA ITEM
CONTINUATION SHEET

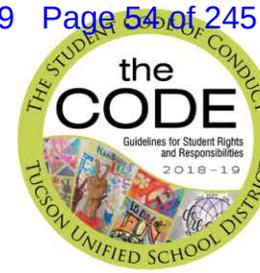




Code of Conduct **UPDATE**

Fewer Fights & More Mediations





Code of Conduct **UPDATE**

Fewer Suspension Days, Better Interventions

3,833

**OFF CAMPUS
SUSPENSION
DAYS SAVED**

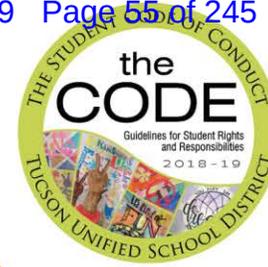
with mediation opportunities
for fights/aggression and
diversionary workshops for
drug and alcohol usage

141

**Students participating in
drug & alcohol workshops**

33%

**REDUCTION
IN 2ND OFFENSES
for drug and alcohol usage**



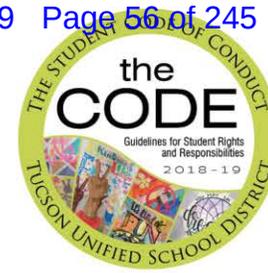
Code of Conduct **UPDATE**

Areas of Challenge & Proposed Revisions

1 Ongoing and escalating requirement for theft and vandalism

2 Escalation options for repetitive disruptive behavior at level 1 & 2

3 Positive intervention center option flexibility



Code of Conduct **UPDATE**

Feedback Trends



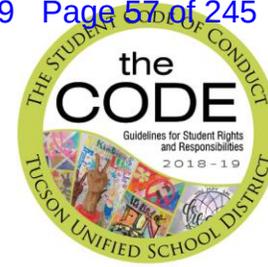
**CLASSROOM
DISCIPLINARY
CONDITIONS**
remain a
major concern



TRAINING
can be
improved upon
and should
be continuous



OVERALL
the document
offers more
flexibility and
is more
user friendly



Code of Conduct **UPDATE**

Upcoming Governing Board Presentations

March 12th

- Support Measures for Student Discipline SPR 2019

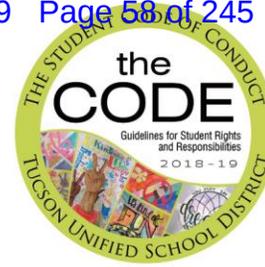
March 26th

- Report of Disciplinary Incidents and Trends
by the Student Relations Department



Excellence in education,
engagement, service,
and opportunity every day
for every student.

TUCSON UNIFIED
SCHOOL DISTRICT



Code of Conduct UPDATE



TUCSON UNIFIED
SCHOOL DISTRICT



**Tuesday, March 12, 2019
AGENDA FOR REGULAR BOARD MEETING**

**TUCSON UNIFIED SCHOOL DISTRICT
GOVERNING BOARD**

**Multipurpose Room
Duffy Community Center
5145 E. Fifth Street
Tucson, AZ 85711**

4:00 PM

-One or more Governing Board members will/may participate by telephonic or video communications.

-Names and details, including available support documents, may be obtained during regular business hours at the TUSD Governing Board Office.

-Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Translations/Interpretations Services at 225-4600. Requests should be made as early as possible to arrange the accommodation.

-Upon request, TUSD will provide a certified interpreter to interpret Governing Board meetings whenever possible. Please contact Translations/Interpretations Services at 225-4672 at least 72 hours prior to the event. Every effort will be made to honor requests for interpretation services made with less than 72, hours' notice.

-Previa peticion, TUSD proporcionara un interprete certificado para interpretar la agenda de las reuniones de la Mesa Directiva o de proporcionar los servicios de interpretacion en la reuniones de la Mesa Directiva cuando sea posible. Favor de contactar los Servicios de Traduccion/Interpretacion al telefono 225-4672 cuando menos 72 horas antes del evento. Se hara todo lo posible para proporcionar los servicios de interpretacion realizados con menos de 72 horas de anticipacion.

-If authorized by a majority vote of the members of the Governing Board, any matter on the open meeting agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03 (A)(3). The executive session will be held immediately after the vote and will not be open to the public.

-The order of items on this agenda may be modified during the meeting at the discretion of the Board President or upon a motion to amend the order of business which is approved by the Board.

1. OPENING OF MEETING

1.1 Call to Order

2. SCHEDULE EXECUTIVE MEETING

2.1 Motion To Convene Executive Meeting

2.2 Request to Readmit a Student

2.3 Administrative Appointments, Reassignments, and Transfers

- 2.4 Administrative Appointments, Reassignments and Transfers
- 2.5 Consultation with Attorneys Regarding Pending Litigation
- 2.6 Negotiations for the Purchase, Sale or Lease of Real Property
- 2.7 Negotiations with Employee Organizations
- 2.8 Adjourn Executive Meeting and Reconvene Regular Meeting

3. RECONVENE REGULAR MEETING - 5:30 p.m.

- 3.1 Call to Order and Pledge of Allegiance
- 3.2 Approval of Agenda

4. INFORMATION ITEM(S) I

- 4.1 Superintendent's Report

5. CALL TO THE AUDIENCE

- 5.1 Possible Board Member Response to Audience Comments

6. CONSENT AGENDA

- 6.1 Approval of Consent Agenda Items 6.2 Through 6.8
- 6.2 Approval of Talent Acquisition, Transfers, Separations, Changes, and Leaves of Absence
- 6.3 Intergovernmental Agreement Between The Arizona Board of Regents, University Of Arizona and Tucson Unified School District For The Purpose Of Administering The Advanced Placement Exams To Tucson Unified School District Students
- 6.4 Affiliation Agreement between Tucson Unified School District and The University of Houston for Participation in the Dietetic Internship Program
- 6.5 Increase Expenditure Authority for IFB 19-04-23 for Audiology Equipment and Supplies
- 6.6 Minutes of Tucson Unified School District Governing Board Meetings
- 6.7 Student Activity Funds through January 31, 2019
- 6.8 Salary and Expense Vouchers - February 2019

7. ACTION ITEM(S)

- 7.1 Request for Governing Board Approval for the Placement of Regulation Size Flags for the Pascua Yaqui and Tohono O'odham Nations
- 7.2 Request for Governing Board Approval for the Issuance of a Letter of Intent for JTED Career Readiness HS at the Bridges (UA Tech Park)
- 7.3 Proclamation of March 2019 as School Social Worker Month in Tucson Unified School District No. 1
- 7.4 Proclamation of March 2019 as Procurement Month in the Tucson Unified School District No.1
- 7.5 Recognition of March 14, 2019 as Pi Day in Tucson Unified School District No. 1 - Requested by Board President Dr. Mark Stegeman
- 7.6 Administrative Appointments, Reassignments, and Transfers - Chief Operations Officer
- 7.7 Administrative Appointments, Reassignments, and Transfers - Internal Auditor
- 7.8 Administrative Appointments, Reassignments, and Transfers - Principal, Erickson Elementary School

- 7.9 Administrative Appointments, Reassignments, and Transfers - Principal, Grijalva Elementary School
- 7.10 Administrative Appointments, Reassignments, and Transfers - Principal, Tully Gifted and Talented Elementary Magnet School
- 7.11 Superintendent's Contract Extension - Requested by Board President Dr. Mark Stegeman
- 7.12 Approval of the Verizon Innovative Learning Grant

8. STUDY/ACTION ITEM(S)

- 8.1 Governing Board Policy DAA -- Contingency Reserve Requirement (new) -- Requested by Board Member Ms. Adelita Grijalva
- 8.2 Governing Board Policy IJJ -- Textbook/Supplementary Materials Selection and Adoption (revision)--Requested by Governing Board Clerk Ms. Rachael Sedgwick
- 8.3 Proposed revisions to Audit Committee Charter recommended by Audit Committee
- 8.4 Governing Board Policy BCB (Revision)-- Governing Board Member Conflict of Interest -- Mandatory Statutory Updates
- 8.5 Governing Board Policy GBEEA -- Staff Conflict of Interest (Revision)-- Mandatory Statutory Updates
- 8.6 Procurement of Benefits Consulting Services - Requested by Board President Dr. Mark Stegeman
- 8.7 Board Direction on Student Code of Conduct - Requested by Board President Dr. Mark Stegeman
- 8.8 Charge to the Audit Committee
- 8.9 Appointment to the Employee Benefits Trust (EBT) Board – Requested by Board Member Ms. Leila Counts

9. INFORMATION ITEM(S) II

- 9.1 A New Alternative at Project MORE: 9th-12th Grade Success Option for High School
- 9.2 E-Rate Program Overview
- 9.3 Exceptional Education Areas of Focus Progress Report: Spring 2019

10. STUDY ITEM(S)

- 10.1 Mexican American Studies/Mexican American Viewpoint Culturally Relevant Courses (CRC) - Requested by Board Clerk Ms. Rachael Sedgwick
- 10.2 Community School Program Update and Proposed Financial Adjustments for 19-20

11. FUTURE MEETING DATES AND AGENDA ITEM(S)

- 11.1 Future Meeting Dates and Agenda Item(s)

12. EXTEND OR ADJOURN REGULAR MEETING

- 12.1 Motion and Vote to Extend or Adjourn Regular Meeting

Agenda Item Details

Meeting	Mar 12, 2019 - AGENDA FOR REGULAR BOARD MEETING
Category	INFORMATION ITEM(S) II
Subject	A New Alternative at Project MORE: 9th-12th Grade Success Option for High School
Type	Information

PURPOSE: - The purpose of this agenda item is to update the board on efforts to expand alternative education services to high school students.

DESCRIPTION/JUSTIFICATION: The presentation will detail the plan and implementation details of the expansion of educational programming at Project MORE. Currently, Project More focuses on only 11th and 12th grade credit deficient students. The proposal for 2019-2020 calls for the transition of Project More into a comprehensive 9-12th grade alternative high school setting for students across the district.

BOARD POLICY CONSIDERATIONS: N/A

LEGAL CONSIDERATIONS: N/A

Mr. Richard Sanchez - Regional Assistant Superintendent will be present to answer any questions the board may have.

 3.12.19 Project MORE 9-12 HS Proposal.pdf (303 KB)

Project MORE *High School*



Project MORE: 9-12th Grade Success Option for HS

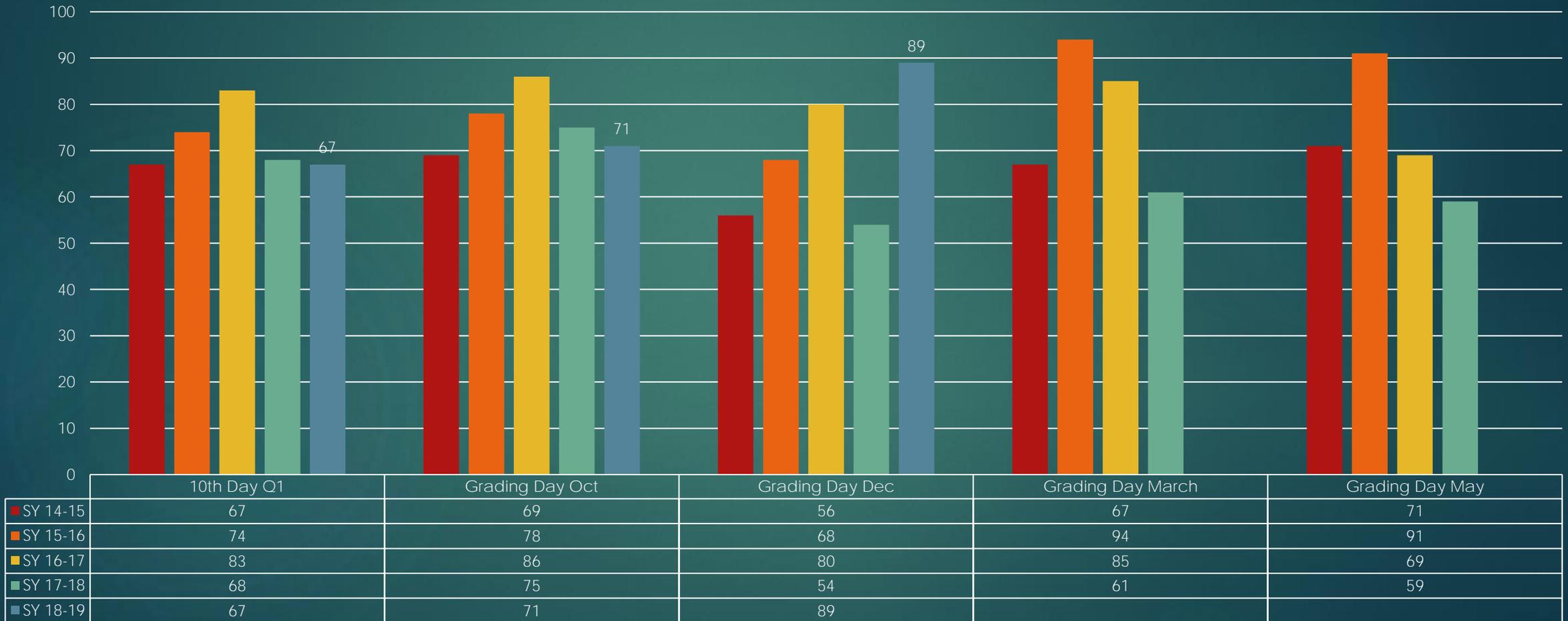
Objective: *Project MORE: 9-12th Grade Success Option for HS*

Reason: Project MORE has an effective Blended model. This instructional model allows for students to experience an alternative instructional model that is not offered in the same capacity in most traditional high school settings. Tucson Unified would like to explore the possibility of having more students exposed to this type of instructional experience.

Historical Enrollment: P.M. capacity 130

2019-2020 = Projection 77

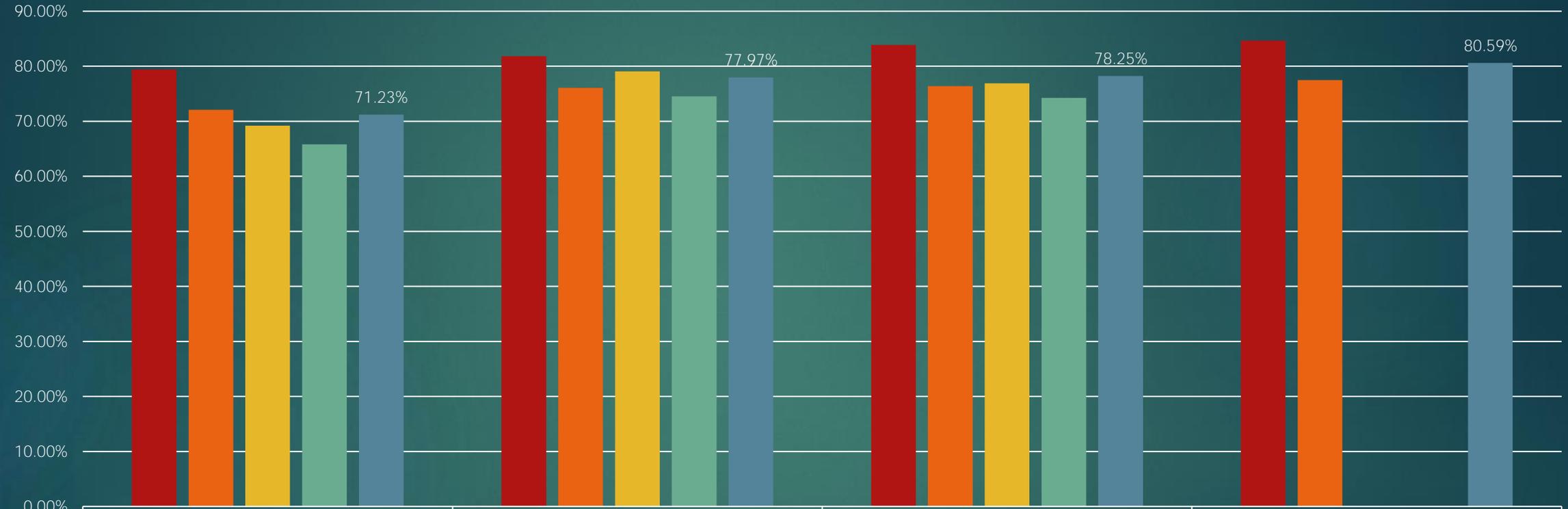
Project MORE - Active Student Enrollment - 5 YR History



■ SY 14-15 ■ SY 15-16 ■ SY 16-17 ■ SY 17-18 ■ SY 18-19

Attendance Data: 4 year Trend

Attendance Percentage by Quarter



	15-16	16-17	17-18	18-19
■ Q1	79.42%	81.81%	83.88%	84.65%
■ Q2	72.09%	76.08%	76.37%	77.49%
■ Q3	69.18%	79.07%	76.90%	
■ Q4	65.81%	74.52%	74.26%	
■ Overall	71.23%	77.97%	78.25%	80.59%

■ Q1 ■ Q2 ■ Q3 ■ Q4 ■ Overall

Project MORE Proposal 2019-2020

- ▶ Addition of grades 9 and 10.
- ▶ Addition of Faculty/Staff to address the enrollment increase.
- ▶ Addition of Instructional Specialist to assist faculty.
- ▶ Addition of Technology.
(COWS, Headphones, IXL licenses)
- ▶ Addition of Furniture.
(Chairs, tables, etc.)
- ▶ Transportation*
- ▶ Relocation of DAEP
- ▶ Administration solely responsible to Project MORE

Timeline

- ▶ Fall 2018-Met with Mr. Macias
- ▶ January 2019-Met with Project MORE Principal Leadership Team
- ▶ February 2019-Meet with Project MORE Faculty/Staff
- ▶ February 2019- Meet with Dr. Trujillo
- ▶ *March 2019-Present *Project MORE: 9-12th Grade Success Option for HS (Governing Board Meeting)*

*If proposal approved by Dr. Trujillo

Questions

Agenda Item Details

Meeting	Mar 12, 2019 - AGENDA FOR REGULAR BOARD MEETING
Category	STUDY/ACTION ITEM(S)
Subject	Board Direction on Student Code of Conduct - Requested by Board President Dr. Mark Stegeman
Type	Study/Action
Fiscal Impact	No
Budgeted	No
Budget Source	N/A

PURPOSE: To continue and clarify the February 26 Board discussion by giving specific direction to staff concerning the Student Code of Conduct.

The Board would request that staff develop specific proposed revisions to the GSRR, which would implement specific Board goals, including a full commitment to and process for honoring teachers' rights as granted by A.R.S. 15-841, at every TUSD school.

DESCRIPTION/JUSTIFICATION:

BOARD POLICY CONSIDERATIONS: N/A

LEGAL CONSIDERATIONS: N/A

 2019-03-12 Resolution-StudentCodeOfConduct-GSRR draft resolution v4.pdf (34 KB)

 2019-03-12 A.R.S. 15-841.pdf (77 KB)

Resolution Concerning the Student Code of Conduct and Related Policies

The staff shall draft and present to the board, for its consideration:

- (1) A new policy that:
 - explicitly states the District's commitment to honoring teachers' statutory rights to remove disruptive students under A.R.S. 15-841;
 - explains in specific and practical terms, applicable to every District school, how a teacher should exercise those rights;
 - provides that each school shall create the review committee referenced in statute as a standing committee for each academic year, and how that committee shall be formed and its membership made known to the school's faculty;
 - explains the appeal process available to a teacher who believes that their rights under A.R.S. 15-841 have not been honored;
 - contains any other provisions necessary to explain the District's implementation of 15.841.
- (2) Revisions to the student disciplinary code (GSRR) that:
 - explicitly state the District's commitment to honoring A.R.S. 15-841;
 - make specific reference to the new proposed policy;
 - summarize key points from the new proposed policy;
 - clarify that teachers' statutory rights apply during the entire class period (e.g. not merely after the first 15 minutes, etc.).
- (3) Revisions to the GSRR, or to the District's disciplinary policies, including but not limited to JICG, JICI, and JICK, that eliminate the apparent contradictions or inconsistencies between the GSRR and those policies.

The process for drafting these revisions should include engagement with the parties to the Fisher-Mendoza case, specifically the Plaintiffs' representatives and their counsel, the U.S. Department of Justice, and the Special Master, in full compliance with applicable provisions of the Unitary Status Plan. The opinions of the parties shall not, however, supersede the board's direction concerning the drafting of the new policy and revisions.

Staff should also ensure that the proposed revisions are consistent with Article 14 of the consensus agreement or identify any necessary changes in that agreement.

The staff shall provide the new draft policy and requested revisions to the Board, and report to the Board the responses of the parties to the Fisher-Mendoza case, by May 1.

15-841. Responsibilities of pupils; expulsion; alternative education programs; community service; placement review committee

A. Pupils shall comply with the rules, pursue the required course of study and submit to the authority of the teachers, the administrators and the governing board. A teacher may send a pupil to the principal's office in order to maintain effective discipline in the classroom. If a pupil is sent to the principal's office pursuant to this subsection, the principal shall employ appropriate discipline management techniques that are consistent with rules adopted by the school district governing board. A teacher may remove a pupil from the classroom if either of the following conditions exists:

1. The teacher has 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 the other pupils in the classroom or with the ability of the other pupils to learn.

B. A pupil may be expelled for continued open defiance of authority, continued disruptive or disorderly behavior, violent behavior that includes use or display of a dangerous instrument or a deadly weapon as defined in section 13-105, use or possession of a gun, or excessive absenteeism. A pupil may be expelled for excessive absenteeism only if the pupil has reached the age or completed the grade after which school attendance is not required as prescribed in section 15-802. A school district may expel pupils for actions other than those listed in this subsection as the school district deems appropriate.

C. A school district may refuse to admit any pupil who has been expelled from another educational institution or who is in the process of being expelled from another educational institution.

D. A school district may annually or upon the request of any pupil or the parent or guardian review the reasons for expulsion and consider readmission.

E. As an alternative to suspension or expulsion, the school district may reassign any pupil to an alternative education program if the pupil does not meet the requirements for participation in the alternative to suspension program prescribed in subsection H of this section and if good cause exists for expulsion or for a long-term suspension.

F. A school district may also reassign a pupil to an alternative educational program if the pupil refuses to comply with rules, refuses to pursue the required course of study or refuses to submit to the authority of teachers, administrators or the governing board.

G. A school district or charter school shall expel from school for a period of not less than one year a pupil who is determined to have brought a firearm to a school within the jurisdiction of the school district or the charter school, except that the school district or charter school may modify this expulsion requirement for a pupil on a case by case basis. This subsection shall be construed consistently with the requirements of the individuals with disabilities education act (20 United States Code sections 1400 through 1420). For the purposes of this subsection:

1. "Expel" may include removing a pupil from a regular school setting and providing educational services in an alternative setting.
2. "Firearm" means a firearm as defined in 18 United States Code section 921.

H. A school district or charter school shall expel from school for at least one year a pupil who is determined to have threatened an educational institution as defined in section 13-2911, except that the school district or charter school may modify this expulsion requirement for a pupil on a case by case basis if the pupil participates in mediation, community service, restitution or other programs in which the pupil takes responsibility for the results of the threat. This subsection shall be construed consistently with the requirements of the individuals with disabilities education act (20 United States Code sections 1400 through 1420). A school district may reassign a pupil who is subject to expulsion pursuant to this subsection to an alternative education program pursuant to subsection E of this section if the pupil participates in mediation, community service, restitution or other programs in which the pupil takes responsibility for the threat. A school district or charter school may require the pupil's parent or guardian to participate in mediation, community service, restitution or other programs in which the parent or guardian takes responsibility with the pupil for the threat. For the purposes of this subsection, "threatened an educational institution" means to interfere with or disrupt an educational institution by doing any of the following:

1. For the purpose of causing, or in reckless disregard of causing, interference with or disruption of an educational institution, threatening to cause physical injury to any employee of an educational institution or any person attending an educational institution.
2. For the purpose of causing, or in reckless disregard of causing, interference with or disruption of an educational institution, threatening to cause damage to any educational institution, the property of any educational institution, the property of any employee of an educational institution or the property of any person attending an educational institution.

3. Going on or remaining on the property of any educational institution for the purpose of interfering with or disrupting the lawful use of the property or in any manner as to deny or interfere with the lawful use of the property by others.

4. Refusing to obey a lawful order to leave the property of an educational institution.

I. By January 1, 2001, each school district shall establish an alternative to suspension program in consultation with local law enforcement officials or school resource officers. The school district governing board shall adopt policies to determine the requirements for participation in the alternative to suspension program. Pupils who would otherwise be subject to suspension pursuant to this article and who meet the school district's requirements for participation in the alternative to suspension program shall be transferred to a location on school premises that is isolated from other pupils or transferred to a location that is not on school premises. The alternative to suspension program shall be discipline intensive and require academic work, and may require community service, groundskeeping and litter control, parent supervision, and evaluation or other appropriate activities. The community service, groundskeeping and litter control, and other appropriate activities may be performed on school grounds or at any other designated area.

J. 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. 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.



**Tuesday, March 26, 2019
AGENDA FOR SPECIAL BOARD MEETING**

**TUCSON UNIFIED SCHOOL DISTRICT
GOVERNING BOARD**

**Multipurpose Room
Duffy Community Center
5145 E. Fifth Street
Tucson, AZ 85711**

4:00 PM

-One or more Governing Board members will/may participate by telephonic or video communications.

-Names and details, including available support documents, may be obtained during regular business hours at the TUSD Governing Board Office.

-Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Translations/Interpretations Services at 225-4600. Requests should be made as early as possible to arrange the accommodation.

-Upon request, TUSD will provide a certified interpreter to interpret Governing Board meetings whenever possible. Please contact Translations/Interpretations Services at 225-4672 at least 72 hours prior to the event. Every effort will be made to honor requests for interpretation services made with less than 72, hours' notice.

-Previa peticion, TUSD proporcionara un interprete certificado para interpretar la agenda de las reuniones de la Mesa Directiva o de proporcionar los servicios de interpretacion en la reuniones de la Mesa Directiva cuando sea posible. Favor de contactar los Servicios de Traduccion/Interpretacion al telefono 225-4672 cuando menos 72 horas antes del evento. Se hara todo lo posible para proporcionar los servicios de interpretacion realizados con menos de 72 horas de anticipacion.

-If authorized by a majority vote of the members of the Governing Board, any matter on the open meeting agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03 (A)(3). The executive session will be held immediately after the vote and will not be open to the public.

-The order of items on this agenda may be modified during the meeting at the discretion of the Board President or upon a motion to amend the order of business which is approved by the Board.

1. OPENING OF MEETING

1.1 Call to Order

2. SCHEDULE EXECUTIVE MEETING

2.1 Motion To Convene Executive Meeting

2.2 Review of a Failing Grade

2.3 Administrative Appointments, Reassignments, and Transfers

2.4 Administrative Appointments, Reassignments and Transfers

2.5 Negotiations with Employee Organizations

2.6 Procurement Issues

2.7 Adjourn Executive Meeting and Reconvene Special Meeting

3. RECONVENE SPECIAL MEETING - 5:30 p.m.

3.1 Call to Order and Pledge of Allegiance

3.2 Approval of Agenda

4. INFORMATION ITEM(S) I

4.1 Awards and Recognitions

4.2 Superintendent's Report

4.3 Board Member Activity Report

4.4 TEAM 7 Presentation

5. CALL TO THE AUDIENCE

5.1 Guidelines to Address the Board

5.2 Possible Board Member Response to Audience Comments

6. ACTION ITEM(S)

6.1 Administrative Appointments, Reassignments, and Transfers - Principal, Dodge Traditional Middle Magnet School

6.2 Administrative Appointments, Reassignments, and Transfers - Principal, Pueblo Gardens K-8 School

6.3 Request for Proposals (RFP) 20-01-24 for Internet Services – E-Rate

6.4 Contracts for Educational Leaders, Inc., (ELI) Administrators, Psychologists and Research Project Managers of the Tucson Unified School District for the 2019-2020 School Year

7. STUDY/ACTION ITEM(S)

7.1 Governing Board Policy ACB - Immigration Anti Discrimination (revision) SECOND READING - Requested by Board President Dr. Mark Stegeman

7.2 Governing Board Policy DBC - Requiring Board Authorization for Expenditure of School Plant Funds (revision) SECOND READING - Requested by Governing Board Clerk Ms. Rachael Sedgwick

7.3 Governing Board Policy IKFB - Graduation Exercises (revision) SECOND READING - Requested by Governing Board Member Ms. Kristel Foster

7.4 Governing Board Policy JICA - Student Dress Code (revision) SECOND READING - Requested by Board Member Ms. Adelita Grijalva

7.5 Governing Board Policy IHAMC - Instruction and Training in Cardiopulmonary Resuscitation (new) FIRST READING - Mandatory statutory updates

7.6 Charge to the Audit Committee - Requested Board President Dr. Mark Stegeman and Board Member Ms. Leila Counts

7.7 Proposed revisions to Audit Committee Charter - Requested by Board Member Ms. Leila Counts

8. INFORMATION ITEM(S) II

8.1 LEAD Now: Leadership Development for New TUSD Administrators

8.2 Support Measures for Student Discipline SPR 2019

8.3 Casa De Los Ninos Memorandum of Understanding for Student Support Services

8.4 An Overview of the Academic Benchmark Model for 2018-2019

8.5 Report of Disciplinary Incidents and Trends by the Student Relations Department

8.6 FY19 Expenditure Update

8.7 Arizona Interscholastics Association (AIA) Conference Alignment and Tucson Magnet High School 2018-2019

8.8 Memorandum of Understanding between Tucson Unified School District and Northern Arizona University for Master's Degree Education and Training at TUSD Facilities, effective through December 31, 2021

9. STUDY ITEM(S)

9.1 Tucson Unified School District Budget Study Session #5

10. FUTURE MEETING DATES AND AGENDA ITEM(S)

10.1 Future Meeting Dates and Agenda Item(s)

11. EXTEND OR ADJOURN SPECIAL MEETING

11.1 Motion and Vote to Extend or Adjourn Special Meeting

Agenda Item Details

Meeting	Mar 26, 2019 - AGENDA FOR SPECIAL BOARD MEETING
Category	INFORMATION ITEM(S) II
Subject	Report of Disciplinary Incidents and Trends by the Student Relations Department
Type	Information

PURPOSE: The purpose of this informational item is to inform the Board and the community of a comprehensive report of disciplinary incidents and trends in the Tucson Unified School District for the first semester of the 2018-2019 school year.

DESCRIPTION/JUSTIFICATION: The report will focus on the current state of exclusionary discipline, particularly for the district's plaintiff class students, Native American students, and students with disabilities (Ex Ed) and the extent to which incidents leading to exclusionary disciplinary consequences have declined or increased as compared to this point in time during the 2017-2018 school year.

Lastly, the report will provide an update regarding the amount of students that have participated in the newly implemented mediation requirement for fight violations as well as the newly offered drug and alcohol awareness and prevention workshops for 1st and 2nd offense drug, tobacco, and alcohol violations for personal usage.

Presenters: Samuel Brown, Veronica Duran and Dan Bailey

BOARD POLICY CONSIDERATIONS: N/A

LEGAL CONSIDERATIONS: N/A

 2019-03-26 Presentation-Disciplinary Incidents and Trends.pdf (756 KB)

COMPREHENSIVE REPORT OF DISCIPLINARY INCIDENTS

FIRST SEMESTER (AUGUST 2, 2018 TO DECEMBER 20, 2018)

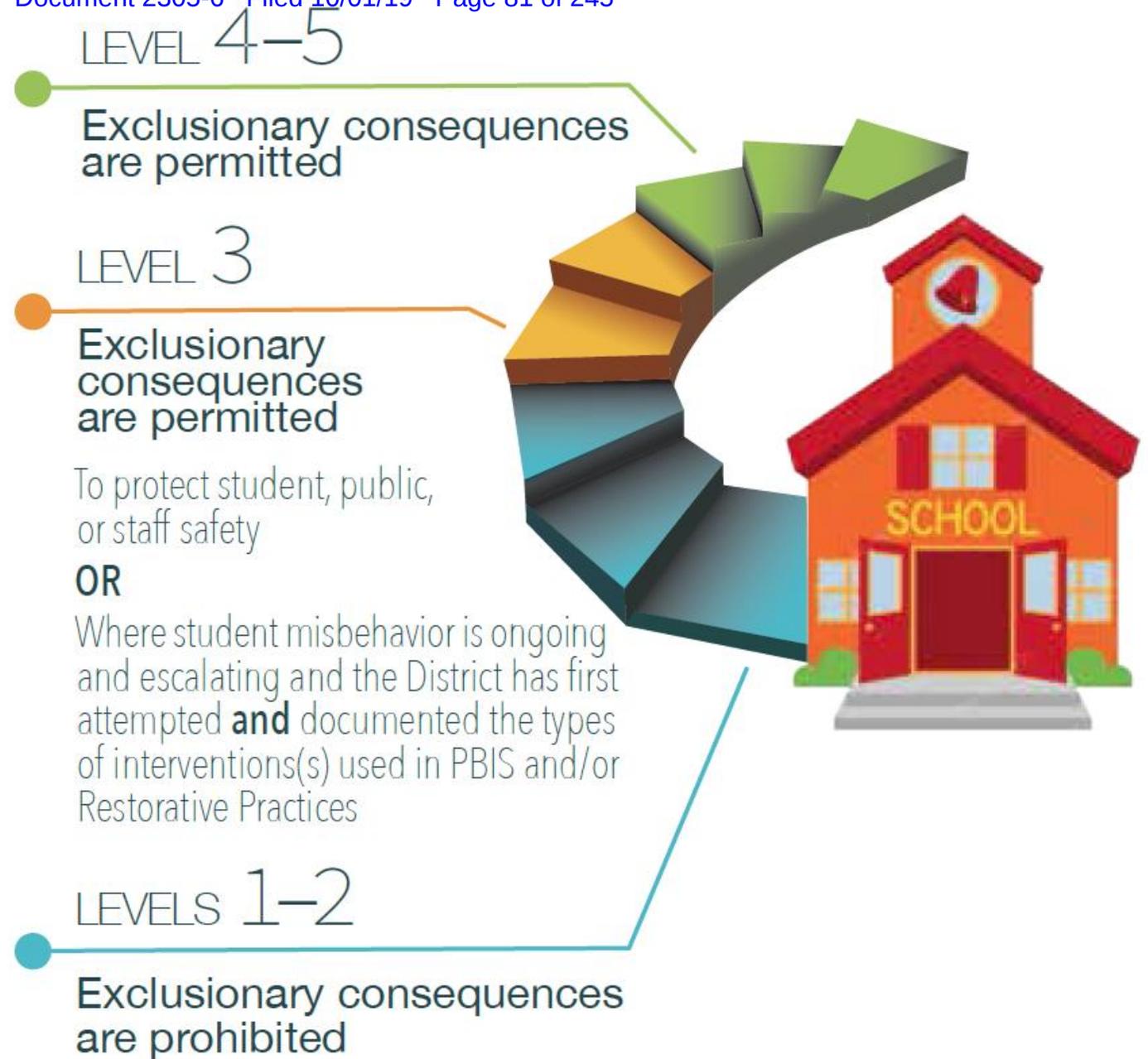
Presenters: Walter (Dan) Bailey, Interim Director of Student Relations
Veronica Duran, Coordinator of Student Relations
Samuel E. Brown, Legal Counsel

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.



TUSD'S APPROACH TO ENSURING STUDENTS REMAIN IN CLASSROOM SETTINGS WHERE LEARNING HAPPENS



THREE-YEAR COMPARISON OF INCIDENTS LEADING TO EXCLUSIONARY DISCIPLINE OCCURRING IN THE FIRST SEMESTER

			2016-2017		2017-2018		2018-2019
Total			3307		2210		1987
African American			577		395		345
Hispanic			1736		1088		1014
Native American			92		175		113
Exceptional Education			1012		596		477

THREE-YEAR COMPARISON OF STUDENTS INVOLVED IN AT LEAST ONE INCIDENT LEADING TO EXCLUSIONARY DISCIPLINE DURING THE FIRST SEMESTER

			2016-2017		2017-2018		2018-2019
Total			2213		1557		1632
African American			363		266		251
Hispanic			1215		839		924
Native American			66		105		84
Exceptional Education			601		408		319

1st Offense	2nd Offense	Total	Mediation	% of Mediations
549	44	593	326	55%

NUMBER OF STUDENTS PARTICIPATING IN
MEDIATION FOR FIGHT VIOLATIONS

1st Offense	2nd Offense	Total	Mediation	% of Workshops
448	54	502	296	59%

NUMBER OF STUDENTS PARTICIPATING IN THE DRUG/ALCOHOL AWARENESS AND PREVENTION WORKSHOPS FOR FIRST AND SECOND OFFENSES

It's nice to be important...
but
it's
more
important
to
be
nice



Agenda Item Details

Meeting	Mar 26, 2019 - AGENDA FOR SPECIAL BOARD MEETING
Category	INFORMATION ITEM(S) II
Subject	Support Measures for Student Discipline SPR 2019
Type	Information

PURPOSE: The purpose of this agenda item is to inform the Governing Board and the public of the leadership team's response to teacher feedback, received via multiple channels, noting challenging conditions with regard to student discipline at the classroom level.

DESCRIPTION/JUSTIFICATION: The presentation will note the specific actions that have been employed at sites since January, proposed revisions to the Code of Conduct reflective of teachers concerns, and additional student support services to be provided to schools throughout the remainder of the 18-19 school year and going forward for the 19-20 school year.

Presenters: Dr. Trujillo and Regional Assistant Superintendents

BOARD POLICY CONSIDERATIONS:

LEGAL CONSIDERATIONS:

 [3.26.19 Regional Discipline Forum Feedback.pdf \(244 KB\)](#)

Regional Discipline Forum Feedback

Does your site have a Discipline flow chart?

84 % - Yes their site does have a
Discipline Flow Chart

Does your school have a referral process?

80% - Yes they know the referral process

On a scale of 1–10 how effective is your Flow Chart(FC)?

Top Results:

- 17 ranked FC a 5
- 13 ranked FC a 7
- 13 ranked FC a 8
- 8 ranked FC a 9
- 8 ranked FC a 10

Overall Feedback:

Process at site is established, however the implementation is inconsistent.

Share your primary concern with discipline at your school site:

1. There is a gap in the accountability system in dealing with on going and escalating behaviors.
2. The current system allows for too many repeat offenses before receiving support.
3. Lack of consequences for Level 1 & 2 behaviors.
4. Lack of resources to support restorative practices.

Share concerns with Code of Conduct

1. Request to go back to a printed Code of Conduct where students & parents must sign that they received it.
2. Request to differentiate the Code of Conduct for Elementary, Middle & High School (Concerns about Elementary having to “level down” violations).
3. Lack of consistency, clarity, and accountability “The Code of Conduct lacks teeth”.
4. The Code of Conduct caters to disruptive and violent behaviors allowing them to continuously occur which impacts climate and culture of schools. This could be a cause of why students are leaving schools and district.

Level 1 & 2 Classroom Managed Behavior

Each site should have Level 1 & 2 Discipline consequences in place. Please review with teachers your expectations and the process for Classroom Managed Behaviors, using the next slide that contains a menu for consequences.

The next slide is teacher managed consequences and do not need a formal referral to the principal, but do need a formal, structured system.

Menu

For level 1 & 2 violations

- ▶ Lunch detentions
- ▶ After/before school detention
- ▶ Delayed release
- ▶ Loss of playground before/lunch
- ▶ Loss of participation in Extra Curriculum
- ▶ Loss of privileges
- ▶ Buddy teacher
- ▶ Offending student calls parent & report incidents
- ▶ Teen court/Kid court
- ▶ Restorative circles
- ▶ Creates a one-one personal learning plan
- ▶ Pbisworld.org
- ▶ Communication with parents, on a continuous basis
- ▶ Think time
- ▶ Cool down spot



**Tuesday, April 9, 2019
AGENDA FOR REGULAR BOARD MEETING**

**TUCSON UNIFIED SCHOOL DISTRICT
GOVERNING BOARD**

**Multipurpose Room
Duffy Community Center
5145 E. Fifth Street
Tucson, AZ 85711**

4:30 PM

-One or more Governing Board members will/may participate by telephonic or video communications.

-Names and details, including available support documents, may be obtained during regular business hours at the TUSD Governing Board Office.

-Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Translations/Interpretations Services at 225-4600. Requests should be made as early as possible to arrange the accommodation.

-Upon request, TUSD will provide a certified interpreter to interpret Governing Board meetings whenever possible. Please contact Translations/Interpretations Services at 225-4672 at least 72 hours prior to the event. Every effort will be made to honor requests for interpretation services made with less than 72, hours' notice.

-Previa peticion, TUSD proporcionara un interprete certificado para interpretar la agenda de las reuniones de la Mesa Directiva o de proporcionar los servicios de interpretacion en la reuniones de la Mesa Directiva cuando sea posible. Favor de contactar los Servicios de Traduccion/Interpretacion al telefono 225-4672 cuando menos 72 horas antes del evento. Se hara todo lo posible para proporcionar los servicios de interpretacion realizados con menos de 72 horas de anticipacion.

-If authorized by a majority vote of the members of the Governing Board, any matter on the open meeting agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03 (A)(3). The executive session will be held immediately after the vote and will not be open to the public.

-The order of items on this agenda may be modified during the meeting at the discretion of the Board President or upon a motion to amend the order of business which is approved by of the Board.

1. OPENING OF MEETING

1.1 Call to Order

1.2 Motion To Convene Executive Meeting

2. SCHEDULE EXECUTIVE MEETING

2.1 Administrative Appointments, Reassignments, and Transfers

2.2 Student Code of Conduct (Guidelines for Student Rights and Responsibilities)

2.3 Negotiations for the Purchase, Sale or Lease of Real Property

2.4 Negotiations with Employee Groups

2.5 Adjourn Executive Meeting and Reconvene Regular Meeting

3. RECONVENE REGULAR MEETING - 5:30 p.m.

3.1 Call to Order and Pledge of Allegiance

3.2 Approval of Agenda

4. INFORMATION ITEM(S) I

4.1 Superintendent's Report

5. CALL TO THE AUDIENCE

5.1 Guidelines to Address the Board

5.2 Possible Board Member Response to Audience Comments

6. CONSENT AGENDA

6.1 Approval of Consent Agenda Items 6.2 Through 6.9

6.2 Approval of Talent Acquisition, Transfers, Separations, Changes, and Leaves of Absence

6.3 Approval of Request for Proposals (RFP) 20-15-24 – School Reformation Services

6.4 Approval of Request for Proposals (RFP) 20-21-24 – Exceptional Education Teachers and Exceptional Education Teachers Assistants

6.5 Minutes of Tucson Unified School District Governing Board Meetings

6.6 Student Activity Funds through February 28, 2019

6.7 Salary and Expense Vouchers - March 2019

6.8 Approval of Request to Reschedule the June 11, 2019, Regular Board Meeting to June 18, 2019

6.9 Reconsideration of the April 30, 2019, Special Board Meeting Start and End Time - Requested by Board Members Ms. Adelita Grijalva and Ms. Leila Counts

7. STUDY/ACTION ITEM(S) I

7.1 Governing Board Policy ACB - Immigration Anti-Discrimination (Revision-THIRD READING) - Requested by Board President Dr. Mark Stegeman

8. ACTION ITEM(S)

8.1 Administrative Appointments, Reassignments, and Transfers - Assistant Superintendent, Region 2

8.2 Administrative Appointments, Reassignments, and Transfers - Interim Senior Director of Curriculum Development

8.3 Administrative Appointments, Reassignments, and Transfers - Principal, Pueblo High School

8.4 Administrative Appointments, Reassignments, and Transfers - Interim Principal, Santa Rita High School

8.5 Administrative Appointments, Reassignments, and Transfers - Principal, Gridley Middle School

8.6 Administrative Appointments, Reassignments, and Transfers - Interim Assistant Principal, Santa Rita High School

8.7 Appointment to the Employee Benefits Trust (EBT) Board – Requested by Board Member Ms. Leila Counts

8.8 Appointment of Student Member to the Tucson Unified School District Technology Oversight Committee (TOC) for the 2018-2019 and 2019-2020 SY

9. STUDY/ACTION ITEM(S) II

9.1 Governing Board Policy JICA - Student Dress Code (Revision-SECOND READING) - Requested by Board Member Adelita Grijalva

9.2 Charge to the Audit Committee - Requested by Board President Dr. Mark Stegeman and Board Member Ms. Leila Counts

9.3 Governing Board Policies GBP, GBJ and GCAA - Prohibited Personnel Practices (Revision-SECOND READING) - Requested by Board President Dr. Mark Stegeman

9.4 School Plant Fund Project Recommendations 2019-2020

9.5 Proposed Third Grade Addition to Johnson Primary School

10. INFORMATION ITEM(S) II

10.1 Support Measures for Student Discipline SPR 2019

10.2 An Overview of the Academic Benchmark Model for 2018-2019

10.3 Report of Disciplinary Incidents and Trends by the Student Relations Department

10.4 Memorandum of Understanding between Tucson Unified School District and Northern Arizona University for Master's Degree Education and Training at TUSD Facilities, effective through December 31, 2021

10.5 School Improvement Readiness Measures in Advance of AzMERIT 2019

11. FUTURE MEETING DATES AND AGENDA ITEM(S) (A board member may propose future agenda item(s), with limited discussion. The discussion should center around the purpose of placing the item on the next most appropriate agenda for consideration and action as necessary. Ref: Governing Board Policy BEDB.)

11.1 Future Meeting Dates and Agenda Item(s)

12. EXTEND OR ADJOURN REGULAR MEETING

12.1 Motion and Vote to Extend or Adjourn Regular Meeting

Agenda Item Details

Meeting	Apr 09, 2019 - AGENDA FOR REGULAR BOARD MEETING
Category	INFORMATION ITEM(S) II
Subject	Support Measures for Student Discipline SPR 2019
Type	Information

PURPOSE: The purpose of this agenda item is to inform the Governing Board and the public of the leadership team's response to teacher feedback, received via multiple channels, noting challenging conditions with regard to student discipline at the classroom level.

DESCRIPTION/JUSTIFICATION: The presentation will note the specific actions that have been employed at sites since January, proposed revisions to the Code of Conduct reflective of teachers concerns, and additional student support services to be provided to schools throughout the remainder of the 18-19 school year and going forward for the 19-20 school year.

Presenters: Dr. Trujillo and Regional Assistant Superintendents

EXTERNAL PRESENTERS: None

BOARD POLICY CONSIDERATIONS:

LEGAL CONSIDERATIONS:

 [4.9.19 Regional Discipline Forum Feedback.pdf \(244 KB\)](#)

Agenda Item Details

Meeting	Apr 09, 2019 - AGENDA FOR REGULAR BOARD MEETING
Category	INFORMATION ITEM(S) II
Subject	Report of Disciplinary Incidents and Trends by the Student Relations Department
Type	Information

PURPOSE: The purpose of this informational item is to inform the Board and the community of a comprehensive report of disciplinary incidents and trends in the Tucson Unified School District for the first semester of the 2018-2019 school year.

DESCRIPTION/JUSTIFICATION: The report will focus on the current state of exclusionary discipline, particularly for the district's plaintiff class students, Native American students, and students with disabilities (Ex Ed) and the extent to which incidents leading to exclusionary disciplinary consequences have declined or increased as compared to this point in time during the 2017-2018 school year.

Lastly, the report will provide an update regarding the amount of students that have participated in the newly implemented mediation requirement for fight violations as well as the newly offered drug and alcohol awareness and prevention workshops for 1st and 2nd offense drug, tobacco, and alcohol violations for personal usage.

Presenters: Samuel Brown, Veronica Duran and Dan Bailey

EXTERNAL PRESENTERS: None

BOARD POLICY CONSIDERATIONS: N/A

LEGAL CONSIDERATIONS: N/A

 [4.9.19 Comprehensive Report of Disciplinary Incidents.pdf \(936 KB\)](#)

COMPREHENSIVE REPORT OF DISCIPLINARY INCIDENTS

FIRST SEMESTER (AUGUST 2, 2018 TO DECEMBER 20, 2018)

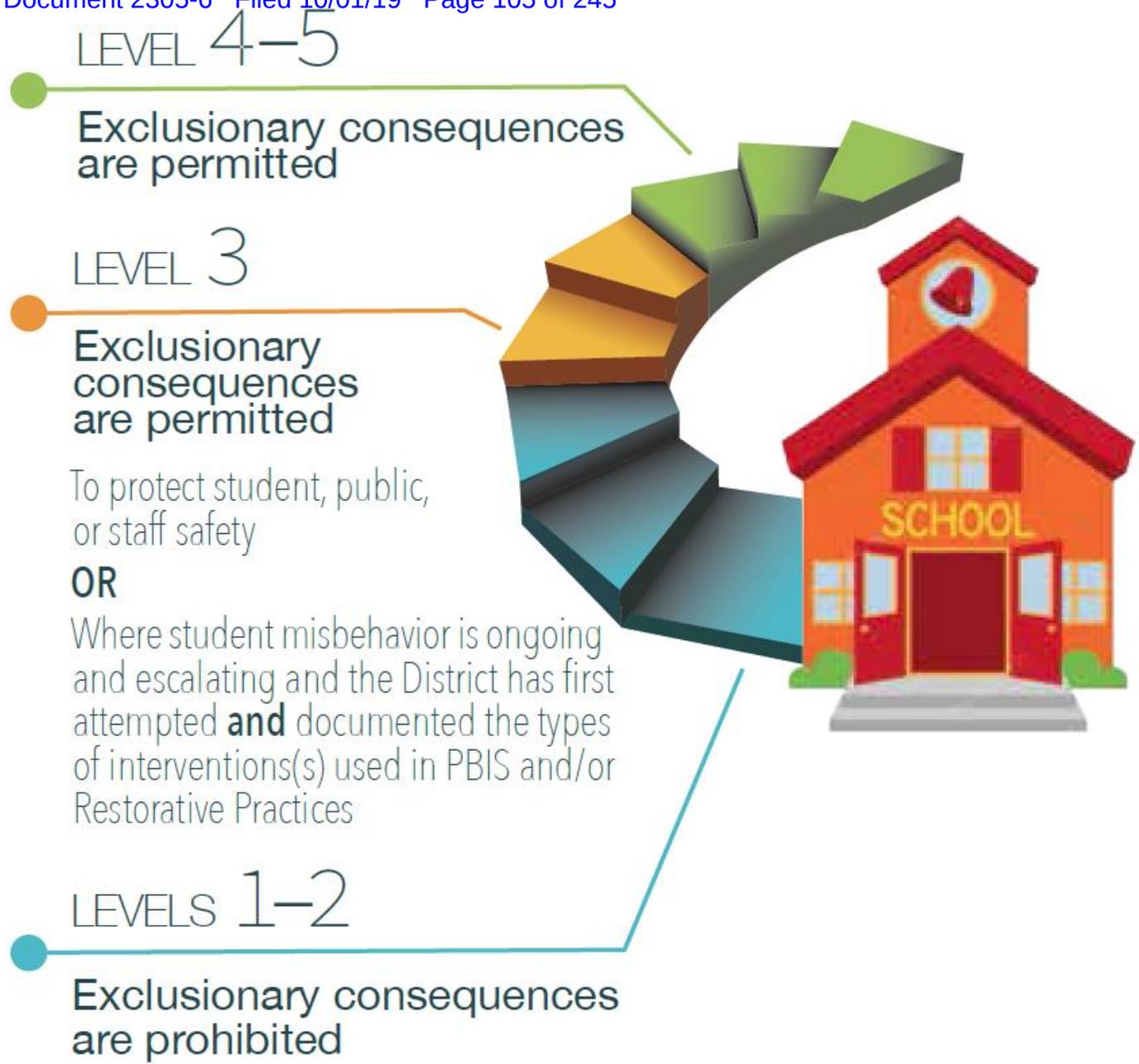
Presenters: Walter (Dan) Bailey, Interim Director of Student Relations
Veronica Duran, Coordinator of Student Relations
Samuel E. Brown, Legal Counsel

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.

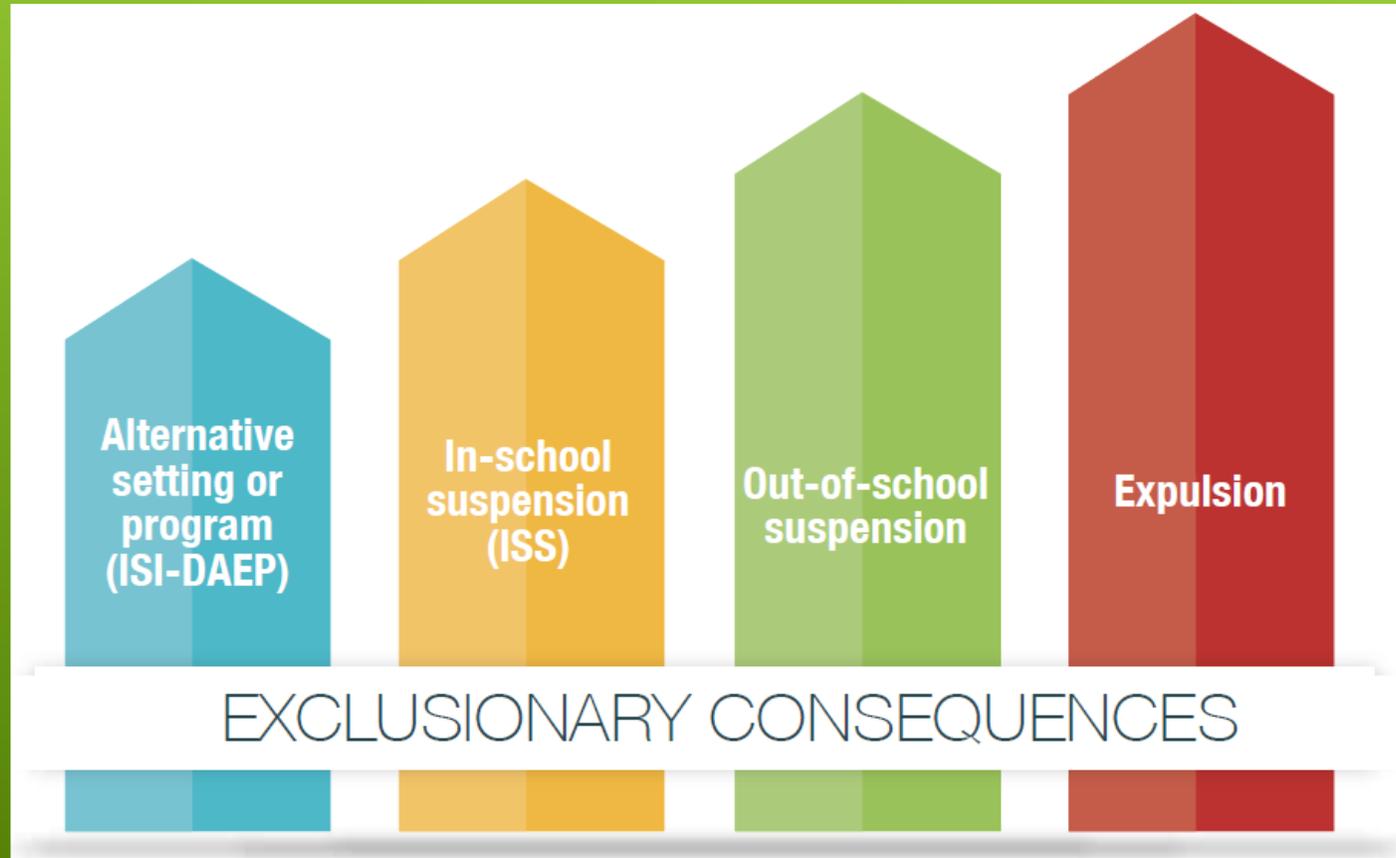


TUSD'S APPROACH TO ENSURING STUDENTS REMAIN IN CLASSROOM SETTINGS WHERE LEARNING HAPPENS



WHAT ARE EXCLUSIONARY CONSEQUENCES?

ACTIONS THAT REMOVE A STUDENT FROM CLASSROOM INSTRUCTION FOR LONGER THAN 30 MINUTES, OR LONGER THAN A CLASS PERIOD.



THREE-YEAR COMPARISON OF INCIDENTS LEADING TO EXCLUSIONARY DISCIPLINE OCCURRING IN THE FIRST SEMESTER

		2016 2017	2017 - 2018	2018 - 2019
		#	#	#
Total Students		2213	1557	1715
African American		363	266	345
Hispanic		1215	839	1014
Native American		66	105	113
Exceptional Education		601	408	477

THREE-YEAR COMPARISON OF STUDENTS INVOLVED IN AT LEAST ONE INCIDENT LEADING TO EXCLUSIONARY DISCIPLINE DURING THE FIRST SEMESTER

		2016 2017	2017 - 2018	2018 - 2019
		#	#	#
Total Students		3307	2210	1632
African American		577	395	251
Hispanic		1736	1088	924
Native American		92	175	84
Exceptional Education		1012	596	319

Total	1st offense	2nd offense	Mediation
549	549	44	326

56% OF 549 STUDENTS ACCEPTED MEDIATION

NUMBER OF STUDENTS PARTICIPATING IN
MEDIATION FOR FIGHT VIOLATIONS

Total	1st Offense	2nd Offense	With Workshop
448	448	54	296

66% OF 448 STUDENTS ACCEPTED DRUG WORKSHOP

NUMBER OF STUDENTS PARTICIPATING IN THE
DRUG/ALCOHOL AWARENESS AND PREVENTION
WORKSHOPS FOR FIRST AND SECOND OFFENSES

~ Martin Luther
King Jr.



"The function of
education is to teach
one to think intensively
and to think critically.
Intelligence plus
character - that is the
goal of true education"



Agenda Item Details

Meeting	Apr 09, 2019 - AGENDA FOR REGULAR BOARD MEETING
Category	SCHEDULE EXECUTIVE MEETING
Subject	Student Code of Conduct (Guidelines for Student Rights and Responsibilities)
Type	Discussion

School Districts in Arizona are allowed to enter executive session by these sources:

Consultation With Attorneys

Legal advice/instruction to attorney pursuant to A.R.S. §38-431.03 Subsections (A)(3) and/or (A)(4)

PURPOSE:

- Student Code of Conduct (Guidelines for Student Rights and Responsibilities)

DESCRIPTION/JUSTIFICATION: N/A

BOARD POLICY CONSIDERATIONS: N/A

LEGAL CONSIDERATIONS: N/A

Regional Discipline Forum Feedback

Does your site have a Discipline flow chart?

84 % - Yes their site does have a
Discipline Flow Chart

Does your school have a referral process?

80% - Yes they know the referral process

On a scale of 1–10 how effective is your Flow Chart(FC)?

Top Results:

- 17 ranked FC a 5
- 13 ranked FC a 7
- 13 ranked FC a 8
- 8 ranked FC a 9
- 8 ranked FC a 10

Overall Feedback:

Process at site is established, however the implementation is inconsistent.

Share your primary concern with discipline at your school site:

1. There is a gap in the accountability system in dealing with on going and escalating behaviors.
2. The current system allows for too many repeat offenses before receiving support.
3. Lack of consequences for Level 1 & 2 behaviors.
4. Lack of resources to support restorative practices.

Share concerns with Code of Conduct

1. Request to go back to a printed Code of Conduct where students & parents must sign that they received it.
2. Request to differentiate the Code of Conduct for Elementary, Middle & High School (Concerns about Elementary having to “level down” violations).
3. Lack of consistency, clarity, and accountability “The Code of Conduct lacks teeth”.
4. The Code of Conduct caters to disruptive and violent behaviors allowing them to continuously occur which impacts climate and culture of schools. This could be a cause of why students are leaving schools and district.

Level 1 & 2 Classroom Managed Behavior

Each site should have Level 1 & 2 Discipline consequences in place. Please review with teachers your expectations and the process for Classroom Managed Behaviors, using the next slide that contains a menu for consequences.

The next slide is teacher managed consequences and do not need a formal referral to the principal, but do need a formal, structured system.

Menu

For level 1 & 2 violations

- ▶ Lunch detentions
- ▶ After/before school detention
- ▶ Delayed release
- ▶ Loss of playground before/lunch
- ▶ Loss of participation in Extra Curriculum
- ▶ Loss of privileges
- ▶ Buddy teacher
- ▶ Offending student calls parent & report incidents
- ▶ Teen court/Kid court
- ▶ Restorative circles
- ▶ Creates a one-one personal learning plan
- ▶ Pbisworld.org
- ▶ Communication with parents, on a continuous basis
- ▶ Think time
- ▶ Cool down spot



**Tuesday, May 21, 2019
AGENDA FOR SPECIAL BOARD MEETING**

**TUCSON UNIFIED SCHOOL DISTRICT
GOVERNING BOARD**

**Multipurpose Room
Duffy Community Center
5145 E. Fifth Street
Tucson, AZ 85711**

THE MEETING WILL BEGIN AT 6:00 P.M. IT WILL THEN RECESS AT 7:00 P.M. TO GO INTO EXECUTIVE SESSION AND RECONVENE IN OPEN SESSION AT 8:00 P.M.

-One or more Governing Board members will/may participate by telephonic or video communications.

-Names and details, including available support documents, may be obtained during regular business hours at the TUSD Governing Board Office.

-Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Translations/Interpretations Services at 225-4672. Requests should be made as early as possible to arrange the accommodation.

-Upon request, TUSD will provide a certified interpreter to interpret Governing Board meetings whenever possible. Please contact Translations/Interpretations Services at 225-4672 at least 72 hours prior to the event. Every effort will be made to honor requests for interpretation services made with less than 72, hours' notice.

-Previa peticion, TUSD proporcionara un interprete certificado para interpretar la agenda de las reuniones de la Mesa Directiva o de proporcionar los servicios de interpretacion en la reunions de la Mesa Directiva cuando sea posible. Favor de contactar los Servicios de Traduccion/Interpretacion al telefono 225-4672 cuando menos 72 horas antes del evento. Se hara todo lo posible para proporcionar los servicios de interpretacion realizados con menos de 72 horas de anticipacion.

-If authorized by a majority vote of the members of the Governing Board, any matter on the open meeting agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03 (A)(3). The executive session will be held immediately after the vote and will not be open to the public.

-The order of items on this agenda may be modified during the meeting at the discretion of the Board President or upon a motion to amend the order of business which is approved by the Board.

1. OPENING OF MEETING

1.1 Call to Order and Pledge of Allegiance

2. INFORMATION ITEM(S)

2.1 Awards and Recognitions

2.2 Reading Recovery (RR)/Descubriendo La Lectura (DLL) Recognition

3. SCHEDULE EXECUTIVE MEETING

- 3.1 Motion To Convene Executive Meeting
- 3.2 Consultation with Attorneys Regarding Pending Litigation
- 3.3 Negotiations with Employee Organizations
- 3.4 Adjourn Executive Meeting and Reconvene Special Meeting

4. RECONVENE SPECIAL MEETING - 8:00 p.m.

- 4.1 Call to Order
- 4.2 Agenda Adjustments

5. INFORMATION ITEM(S)II

- 5.1 K-12 School Counseling Classroom Curriculum
- 5.2 2019-2020 Teacher Evaluation Model Review
- 5.3 District Solar Project Phase III Revision

6. STUDY ITEM(S)

- 6.1 2019-2020 School Year Renewal of Employee Benefits
- 6.2 Tucson Unified School District Strategic Plan - Requested by Board Members Ms. Leila Counts and Ms. Adelita Grijalva
- 6.3 Student Code of Conduct Update for the 2019-2020 School Year

7. FUTURE MEETING DATES AND AGENDA ITEM(S)

- 7.1 Future Meeting Dates and Agenda Item(s)

8. EXTEND OR ADJOURN SPECIAL MEETING

- 8.1 Motion and Vote to Extend or Adjourn Special Meeting

Agenda Item Details

Meeting	May 21, 2019 - AGENDA FOR SPECIAL BOARD MEETING
Category	STUDY ITEM(S)
Subject	Student Code of Conduct Update for the 2019-2020 School Year
Type	Study

PURPOSE: To update the Tucson Unified Governing Board on the timeline for revising the 2019-2020 Student Code of Conduct Handbook.

DESCRIPTION/JUSTIFICATION: To provide the Governing Board with the proposed changes to the 2019-2020 Student Code of Conduct Handbook, including an updated draft of the COC with input from various community members, as well an overview of the input received so far. We plan to have an action item to approve the final COC Handbook on May 28, 2019.

BOARD POLICY CONSIDERATIONS: N/A

LEGAL CONSIDERATIONS: N/A

INTERNAL PRESENTER(S): Samuel Brown, Legal Counsel and Mr. Walter Bailey, Director Student Relations.

EXTERNAL PRESENTER(S): None

 20190506 PROPOSED REVISED CODE.pdf (500 KB)

 20190506 Summary of Initial Proposed Code Revisions.pdf (103 KB)

 2019-05-21 Revised 2019-2020 COC BD Presentation.pdf (86 KB)

[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:

Leila Counts; Kristel Ann Foster; Adelita Grijalva; Rachael Sedgwick; Dr. Mark Stegeman

[LEFT]

TABLE OF CONTENTS:

Basic Information1

Restorative Practices and Positive Behavioral Interventions and Supports (PBIS)2

Exclusionary Consequences.....3

Positive Intervention Centers (PICs); Classroom Disruption; and
Positive Alternatives to Out-Of-School Suspension.....4

Due Process (Suspension or Expulsion)5-6

Action Levels7

Guidelines for Applying Consequences.....8

Violation Charts9

- Aggression9
- Alcohol, Tobacco and Other Drugs Violations.....10
- Attendance Policy Violations; Other Violations of School Policies.....11
- Dishonesty; Improper Use of Technology; Trespassing, Vandalism, or Criminal Damage.....12
- Sexual Offenses; Arson.....13
- Harassment and Threat, Intimidation; School Threat or Interference.....14
- Theft.....15
- Weapons and Dangerous Items (Possession Of)16

Governing Board Policies; Bus Rules17

Regulations Related to Due Process; Due Process for Students with an IEP or 504 Plan18

Arizona Revised Statutes.....19

Student, Parent/Guardian Rights and Responsibilities20

Annual Notifications21

Directory Information.....22

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.

[RIGHT]
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 Student Relations Department 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.

Commented [BS1]: Updated

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 (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 Student Relations Department Discipline Review Team (the Discipline Director or the Compliance Liaison) at 225-4316, or online at www.tusd1.org/deseg.

Commented [BS2]: Updated

[LEFT]
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.

[RIGHT]

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.

Commented [TUSD3]: Revise diagram
 1st blue arrow "In-school intervention (ISI) or suspension (ISS)"
 2nd yellow arrow, "Short-Term Suspension"
 3rd green arrow, "Long-Term Suspension/District Alternative Education Program (DAEP)"

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.



[LEFT]

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 for grades K-5 or no more than the remainder of one class period for grades 6-12) and a positive and supportive environment to de-escalate if they are feeling angry, overwhelmed or in need of a time-out. 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~~ A student cannot go to PIC until there has been an attempted intervention, where possible.
- ~~Teachers may not send the same~~ After the third instance, a student more than three times before sending them to should be sent to a principal/assistant principal/counselor for further assessment and/or intervention 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.

Commented [BS4]: Revised per comments, this option is for the benefit of the student and should be available at all times

Commented [TUSD5]: Revised to focus on restorative practices for the student and rather than permitting possible punitive misuse

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.

~~The District is fully committed to honoring teachers’ rights to remove a disruptive student according to the conditions outlined above.~~
Policy Regulation JK-R1: Principals may immediately remove a student whose presence poses a continuing clear and present danger to persons or property or an ongoing threat of disrupting the academic process.

Commented [BS6]: Revised per comments.

Positive Alternatives to Out-Of-School Suspension

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

Abeyance Contracts (Regulation JK-R4)

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

ABEYANCE CONTRACTS MUST BE OFFERED BY PRINCIPALS/ASSISTANT PRINCIPALS WHEN A STUDENT HAS 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.

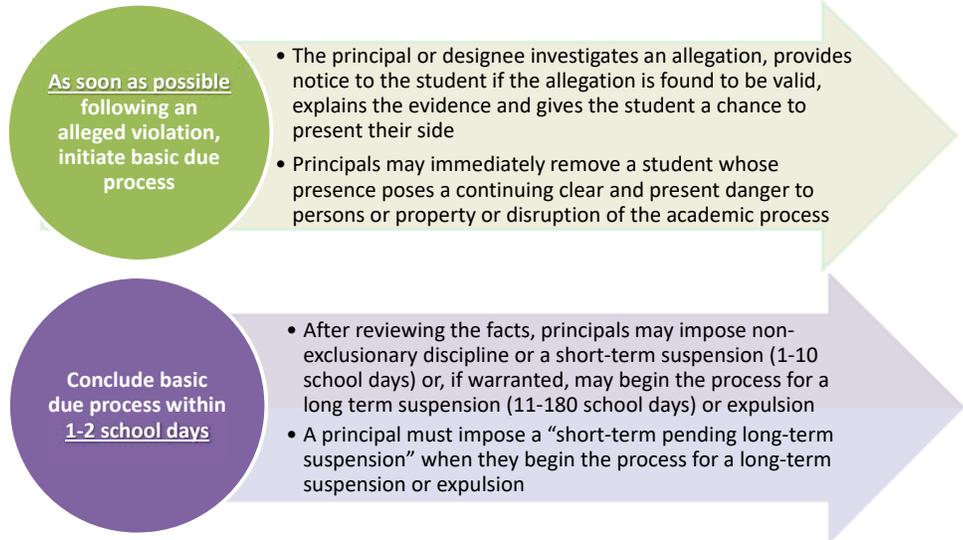
District Alternative Education Program (DAEP)

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.

[RIGHT]

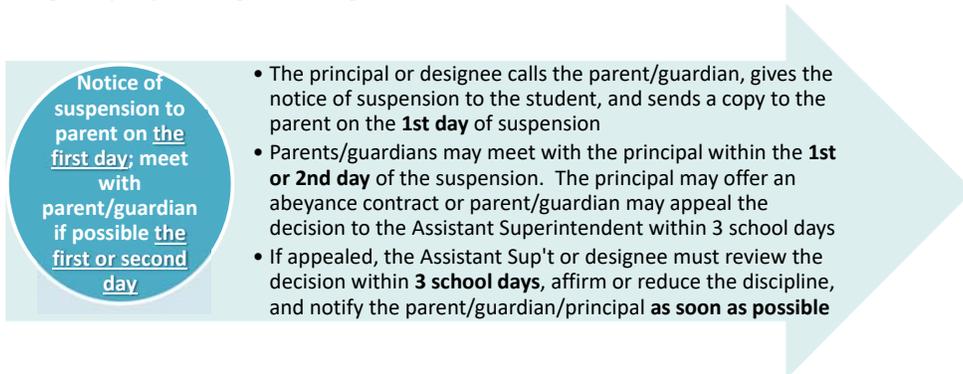
Due Process (Suspension or Expulsion)

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.



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).



[RIGHT]

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 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; 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

[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, and may request an elevated consequence based on campus safety concerns.</p> <p>The chart below lists actions that may be taken by school administration as the result of a violation. The Action Level identifies a range of actions for violations assigned to that level. Multiple actions may be applied to a single violation.</p> <p>Actions listed in bold are the minimum and mandatory action for that level of violation. For all violations, parent/guardian notification and student conference are mandatory.</p>			
LEVEL 1	<p><i>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.</i></p> <table border="0"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Parent/Guardian Notification and Conference Request • Student Conference • Restorative Circle or Conference (see page 2) • Verbal/Written Apology • Reflective Essay • Warning </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Detention (before/after school; lunch) • Delayed Departure from School • Saturday School • Time Out (not to exceed 30 minutes) • Reassignment To Different Class • Suspended Privileges • Community Service (not work detail) • Restitution • Teen Court • Referred to Outside Agency </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Meeting With Counselor • Peer Mediation • Functional Behavioral Assessment • Behavior Contract • Behavior Intervention Group • Behavior Learning Packets • Behavior Intervention Plan • Other Action (consistent w/other Level 1 interventions). </td> </tr> </table> <p style="text-align: center;"><i>*Some actions may not be available at all sites</i></p>	<ul style="list-style-type: none"> • Parent/Guardian Notification and Conference Request • Student Conference • Restorative Circle or Conference (see page 2) • Verbal/Written Apology • Reflective Essay • Warning 	<ul style="list-style-type: none"> • Detention (before/after school; lunch) • Delayed Departure from School • Saturday School • Time Out (not to exceed 30 minutes) • Reassignment To Different Class • Suspended Privileges • Community Service (not work detail) • Restitution • Teen Court • Referred to Outside Agency 	<ul style="list-style-type: none"> • Meeting With Counselor • Peer Mediation • Functional Behavioral Assessment • Behavior Contract • Behavior Intervention Group • Behavior Learning Packets • Behavior Intervention Plan • Other Action (consistent w/other Level 1 interventions).
<ul style="list-style-type: none"> • Parent/Guardian Notification and Conference Request • Student Conference • Restorative Circle or Conference (see page 2) • Verbal/Written Apology • Reflective Essay • Warning 	<ul style="list-style-type: none"> • Detention (before/after school; lunch) • Delayed Departure from School • Saturday School • Time Out (not to exceed 30 minutes) • Reassignment To Different Class • Suspended Privileges • Community Service (not work detail) • Restitution • Teen Court • Referred to Outside Agency 	<ul style="list-style-type: none"> • Meeting With Counselor • Peer Mediation • Functional Behavioral Assessment • Behavior Contract • Behavior Intervention Group • Behavior Learning Packets • Behavior Intervention Plan • Other Action (consistent w/other Level 1 interventions). 		
LEVEL 2	<p>Any Action from the prior level(s) may also be imposed.</p> <ul style="list-style-type: none"> • Restorative Conference and/or Restorative Circle (see page 2) • Social Skills Groups and/or Mentoring may be facilitated by a counselor, social worker, or other qualified staff. 			
LEVEL 3	<p>Any Action from the prior level(s) may also be imposed.</p> <ul style="list-style-type: none"> • Restorative Conference and/or Restorative Circle (see page 2) • In School Suspension/Intervention or Out Of School Suspension and/or Abeyance (Short Term 1-10 Days) but only where student misbehavior is ongoing and escalating, and only after the site has first attempted and documented the types of intervention(s) used in PBIS or Restorative Practices). <p>*Vandalism. First offense: three day suspension with two days waived if student participates in restorative action. Second offense: ten day suspension with eight days held in abeyance if student participates in restorative action.</p>			
LEVEL 4	<p>Any Action from the prior level(s) may also be imposed.</p> <ul style="list-style-type: none"> • Restorative Conference and/or Restorative Circle (upon re-entry to school) (see page 2) • Out of School Suspension and/or Abeyance – Long-Term (11-30 Days) (except for violations listed below) <p>*Fighting. First offense: three day suspension with two one days waived if student participates in mediation. Second offense: eleven ten day suspension with eight days held in abeyance if student participates in mediation.</p> <p>*Possession or Use of Drugs or Alcohol. First offense: three day suspension with two one days waived if student agrees to attend a substance abuse workshop. Second offense: eleven ten day suspension with eight days held in abeyance if student agrees to attend a substance abuse workshop. In both cases student must agree, 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) may also be imposed.</p> <ul style="list-style-type: none"> • Out of School Suspension and/or Abeyance – Long-Term (11-180 Days) • Restorative Conference and/or Restorative Circle (upon re-entry to school) (see page 2) • Expulsion 			

Commented [BS7]: Revised per comment

Commented [BS8]: Updated. Changed to restorative from regional feedback

Commented [BS9]: Updated per comments

Commented [BS10]: Revised to match policy

Commented [BS11]: Updated per comments

[RIGHT] Guidelines for Applying Actions

- 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 Student Relations immediately to jointly review suspensions prior to suspending a student** (the Team will still review the use of ISI and abeyances).
 3. Principals and APs at the elementary level (Pre-K-5th Grade) **may treat 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 with the **Student Relations** to determine if teachers and/or principals/assistant principals attempted to effectively implement interventions to address any underlying or unresolved issues. A consequence may be elevated one level after three repeated violations in a semester (with attempted and documented interventions) or to protect campus safety. **A consequence may be elevated again after three repeated violations in a school year (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 **Student Relations** and Asssistant Superintendent). Repeated occurrences of this violation may result in increased lengths of suspension.
 7. A student who willingly assists or forces another student to commit a violation of these guidelines may be held equally accountable for the violation.
 8. All parent/guardian conferences will be made in a timely manner. Parents/guardians may participate in a conference via phone or another accessible mode of communication. Students will not be disciplined further merely because their parent/guardian cannot participate in a conference.
 9. Attempted violations, including physical conflict, may require Actions. Principals or APs will determine the appropriate level of action for attempted violations. Actions will generally be at a lower level than the actual violation.
 10. When determining the appropriate level of action to take, Principals and APs shall consider a student's claim of self defense, defense of others or defense of property.
 11. Law Enforcement 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 **Student Relations Department** 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 [BS12]: Update

Commented [BS13]: Update for clarity

Commented [BS14]: Update

Commented [BS15]: Revised per comments

Commented [BS16]: Update

Commented [BS17]: Update from "Discipline Review Team"

[LEFT]
Violation Charts

AGGRESSION		
<i>Violation</i>		<i>Action Level</i>
Provocation (verbal or nonverbal) Using <u>offensive</u> language or gestures that may incite another person or people to fight.		1
Recklessness Engaging in unintentional, careless behavior that may pose a safety or health risk for yourself or for others.		1
Minor Aggressive Act Engaging in intentional, non-serious but inappropriate physical contact such as, but not limited to: hitting, poking, pulling, pushing, tripping, pulling a chair out from underneath another person, or other behaviors that demonstrate low level hostile conduct.		2
Endangerment Recklessly Putting self or another person at substantial risk of imminent death or serious physical injury through acts such as, but not limited to: rock throwing, skateboarding on campus, etc.		3
PHYSICAL CONFLICT		
Other Aggression Using other acts of aggression not specifically listed within the Aggression section including, but not limited to, intentional, serious and inappropriate physical contact including, but not limited to, any example listed under "Minor Aggressive Act" that may result in a serious physical injury. <u>Examples: hair pulling, pushing, slapping, etc.</u>	Fighting A fight is defined as a physical altercation in which both parties are willing participants who had one or more opportunities to de-escalate the situation, leave the situation, or notify a school official of the potential fight prior to making the decision to participate, and where the circumstances present a threat to safety because of the number of participants or the intensity and violence of the conduct.	Assault Intentionally, knowingly or recklessly causing any <u>serious</u> 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."	*Due to the mutual involvement of participants, principals/assistant principals 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 8, Level 4, above. 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."
Aggravated Assault 1. Causing serious physical injury to another. 2. Using a deadly weapon or dangerous instrument. 3. Committing the assault by any means of force that causes temporary but substantial disfigurement, temporary but substantial loss or impairment of any body organ or part or a fracture of any body part. 4. Committing the assault while the victim is bound or otherwise physically restrained or while the victim's capacity to resist is substantially impaired. 5. Committing assault and the person is in violation of an order of protection. 6. Committing the assault knowing or having reason to know that the victim is any of the following: teacher or any school employee on school grounds , law enforcement officer, prosecutor, firefighter, EMT/Paramedic engaged in official duties, on grounds adjacent to the school or in any part of a building or vehicle used for school purposes, teacher or school nurse visiting a private home in the course of the teacher's or nurse's professional duties or any teacher engaged in any authorized and organized classroom activity held on other than school grounds.		5 Mandatory report to law enforcement

Commented [BS18]: Update

Commented [BS19]: Update

Commented [BS20]: Revise to "on" in the final version

Commented [BS22]: Update

Commented [BS21]: Updated, revised per Regionals

[RIGHT]

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

Commented [BS23]: Update

Commented [BS24]: Update

[LEFT]

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

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

Commented [BS25]: Revised per comments

[RIGHT]

DISHONESTY	
<i>Violation</i>	<i>Action Level</i>
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	
<i>Violation</i>	<i>Action Level</i>
<p>Telecommunication Device or Other Technology</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 a principal/assistant principal in accordance with the Student 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></p> <p>Examples: use of telecommunication devices (cell phones, pagers, etc.) or other technology (gaming systems, iPods, iPads, Tablets, etc) for a non-instructional purpose, <u>including posting videos of fights onto social media, or images of school community members in a malicious manner.</u></p>	2
<p>Computer or Network Violation <i>NOTE: may not be elevated to Level 4.</i></p> <p>Examples (Computer): Using school computers for non-instructional purpose, copyright or trademark infringement, knowingly uploading or downloading destructive or malicious programs or software, loading personal software or disks onto school computers without permission of a principal/assistant principal or a district administrator, vandalism of computers or computer equipment.</p> <p>Examples (Network): <u>Posting videos of fights onto social media,</u> 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 [BS26]: There are instances where public, social media posts warrant exclusionary discipline
- Commented [BS27]: Update, moved from "Computer or Network Violation"
- Commented [BS28]: Updated

TRESPASSING; VANDALISM OR CRIMINAL DAMAGE	
<i>Definitions</i>	
<p>Criminal damage: Willful destruction or defacement of school property, commercial property located on school property, or personal property of another person, so as to substantially impair its function or value in an amount of five thousand dollars or more. Principals/assistant principals may consider acts of vandalism that result in damages exceeding \$5,000 in value at a Level 4.</p> <p>Example: Substantial destruction of copy machines, vehicles, science or computer equipment.</p>	
<i>Violation</i>	<i>Action Level</i>
<p>Trespassing</p> <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 or designee of the facility, campus or function.</p>	2
<p>Graffiti or Tagging</p> <p>Writing on walls; drawings or words painted or sprayed on walls or other surfaces that can be easily removed with soap or cleaner.</p>	2
<p>Vandalism of Personal and/or School Property Destroying or defacing personal or school property.</p> <p>Examples of Vandalism of School Property: Destroying school computer records, carving initials or words in desk top, spray painting on walls, damaging vehicles. *Principals/assistant principals may use exclusionary discipline on a first offense per the guidelines on page 9, Level 3, above.</p>	3
<p>Vandalism of School Property Destroying or defacing school property.</p> <p>Example: Destroying school computer records, carving initials or words in desk top, spray painting on walls, damaging vehicles.</p>	3

- Commented [BS29]: Combined into one box
- Commented [BS30]: Revised to align with Vandalism revision on page 8

[LEFT]

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

Commented [BS31]: Revise, this is a level 4 below

ARSON	
<i>Definitions</i>	
Structure: a building or place with sides and a floor used for lodging, business, transportation, recreation, or storage Occupied structure: any structure in which one or more persons is, or is likely to be present, or is so near as to be in equivalent danger at the outset of the fire or explosion. This includes any dwelling house, whether occupied or not. Property: anything other than a structure that is owned and has value of any kind (e.g., a backpack, school book, clothing, etc.). Damage: as used here, means a tangible or visible impairment to a surface. Reckless Burning: recklessly causing a fire or explosion resulting in damage to a structure, wild land, or property.	
<i>Violation</i>	<i>Action Level</i>
Arson of a Structure or Property 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>	4
Arson of an Occupied Structure Knowingly and unlawfully damaging an occupied structure by knowingly causing a fire or explosion.	5 Mandatory report to law enforcement and Fire Dept.
<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>	

[RIGHT]

HARASSMENT AND THREAT, INTIMIDATION	
<i>Violation</i>	<i>Action Level</i>
<p>Threat or Intimidation</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>	3
<p>Bullying</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>	3
<p>Harassment, nonsexual</p> <ol style="list-style-type: none"> 1. Anonymously or otherwise communicates or causes a communication with another person by verbal, electronic, mechanical, telegraphic, telephonic or written means in a manner that harasses. 2. Repeatedly commits an act or acts that harass another person. 3. Surveils or causes another person to surveil a person for no legitimate purpose. 4. On more than one occasion makes a false report to a law enforcement, credit or social service agency. 5. Stalking-Following another person in or about a public place for no legitimate purpose after being asked to desist. <p><i>NOTE: Bullying and Sexual Harassment are types of Harassment. Indicate Harassment, nonsexual if the violation is not specifically Bullying or Sexual Harassment, or if the specific type of harassment is not known.</i></p>	3
<p>Hazing</p> <p>Committing an act against another student, in which both of the following apply:</p> <ol style="list-style-type: none"> 1. The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization (athletic team, association, club or other similar group that is affiliated with the school and whose membership consists primarily of students enrolled at the school that is affiliated with an educational institution) affiliated with an educational institution. 2. The act contributes a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation. <p>*Principals/assistant principals <u>may</u> treat incidents of hazing at a Level 4 in consultation with the Student Relations Department Discipline Review Team.</p>	3

Commented [BS32]: Add this "3", it is not in the pdf version

Commented [BS33]: Update

SCHOOL THREAT OR INTERFERENCE	
<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>
Fire Alarm Misuse Intentionally ringing fire alarm when there is no fire, <u>or misuse of a fire extinguisher.</u>	4
Other School Threat (Verbal) Making a verbal School Threat.	4
Bomb Threat Threatening to cause harm by using or threatening to use a bomb, or arson-causing device.	5 Expulsion required by law
Chemical or Biological Threat Threatening to cause harm using dangerous chemicals or biological agents.	
Other School Threat	
Making a School Threat that might reasonably lead to the evacuation or closure of a school property or to the postponement, cancellation, or suspension of any class or other school activity (though actual evacuation, closure, postponement, cancellation or suspension is not required).	

Commented [BS34]: Update

[LEFT]

THEFT	
<i>Violation</i>	<i>Action Level</i>
Petty Theft Stealing cash, or property, valued under \$100.	2
Theft – School Property or Non-School Property 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.	3
Burglary or Breaking and Entering Entering or remaining unlawfully in or on the personal property of another, a classroom, a residential structure or yard or a nonresidential structure or in a fenced commercial property with the intent to commit any theft or any felony therein.	4
Extortion 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.	4
Robbery Taking any property of another from their person or immediate presence and against their will; threatens or uses force against any person with intent either to coerce surrender of property or to prevent resistance to such person taking or retaining property.	4
Armed Robbery Committing robbery (see definition above) such person or an accomplice: (1) Is armed with a deadly weapon or a simulated deadly weapon; or (2) Uses or threatens to use a deadly weapon or dangerous instrument or a simulated deadly weapon.	5 Mandatory report to law enforcement
Burglary (First Degree) Entering or remaining unlawfully in or on a residential structure or yard or a nonresidential structure or in a fenced commercial 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

Commented [BS35]: This 2 is missing on final version

[RIGHT]

WEAPONS AND DANGEROUS ITEMS (POSSESSION OF)	
<i>See Policy JICI for more details on Weapons in School</i>	
<i>Violation</i>	<i>Action Level</i>
<p>Dangerous Items</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>Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.</p>	3
<p>Simulated Firearm</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>If the simulated firearm is used to threaten or intimidate, the violation will be considered a level 4.</p>	3
<p>Other Weapons</p> <p>Possessing a billy club, brass knuckles, knife with a blade length of at least 2.5 inches, nunchakus.</p> <p>Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used the item is readily capable of causing death or serious physical injury.</p>	4
<p>Firearms</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 principal/assistant principal.</p> <p>“Firearm” means any loaded or unloaded handgun, pistol, revolver, rifle, shotgun or other weapon that will expel, is designed to expel or may readily be converted to expel a projectile by the action of an explosive. Firearm does not include a firearm in permanently inoperable condition.</p> <p>“Other Firearms” –Firearms other than handguns, rifles or shotguns including:–any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; Any firearm muffler or firearm silencer; Any destructive device, which includes: Any explosive, incendiary, or poison gas; Bomb; Grenade; Rocket having a propellant charge of more than four ounces; Missile having an explosive or incendiary charge of more than one-quarter ounce, Mine or similar device. Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter. Any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled. ()</p> <p><i>NOTE: This definition does not apply to items such as toy guns, colorful plastic water guns, cap guns, bb guns, and pellet guns)</i></p>	<p>5</p> <p>Expulsion required by law</p> <p>Mandatory report to law enforcement</p>

[LEFT]

GOVERNING BOARD POLICIES			
TUSD Governing Board Policies are available upon request at all school sites, family centers, central offices (1010 E. Tenth Street, 85719), and online at http://govboard.tusd1.org/Policies-and-Regulations			
POLICY TITLE	POLICY CODE	POLICY TITLE	POLICY CODE
STUDENT ABSENCES AND EXCUSES	JH	REPORTING CHILD ABUSE / CHILD PROTECTION	JLF
STUDENT ATTENDANCE	JE	RIGHTS AND RESPONSIBILITIES	JI
BEHAVIOR MANAGEMENT AND STUDENT DISCIPLINE	JKA	STUDENT INTERVIEWS, SEARCHES, AND ARRESTS	JIH
BUSES / TRANSPORTATION	EEA & EEAE	SCHOOL VIOLENCE, BULLYING, HARASSMENT, INTIMIDATION	JICK
CARE OF SCHOOL PROPERTY BY STUDENTS	JICB	SEXUAL HARASSMENT	ACA
CELL PHONES AND OTHER ELECTRONIC DEVICES	JICJ	STUDENT DISCIPLINE	JK
DRUG AND ALCOHOL USE BY STUDENTS	JICH	STUDENT DRESS	JICA
EQUAL EDUCATIONAL OPPORTUNITY AND ANTI-HARASSMENT	JB	STUDENT FUNDRAISING ACTIVITIES	JJE
EXTRACURRICULAR ACTIVITY ELIGIBILITY	JJJ	TECHNOLOGY RESOURCES	IJNDB
HAZING	JICFA	TOBACCO USE BY STUDENTS	JICG
NON-DISCRIMINATION & IMMIGRATION ANTI-DISCRIMINATION	AC & ACB	TRUANCY	JHB
PUBLIC CONDUCT ON SCHOOL PROPERTY	KFA	WEAPONS IN SCHOOL	JICI
BUS RULES			
Riding is a privilege; parents/guardians and students should discuss and make sure they know the rules. As a last resort, violations of these bus rules may result in the loss of bus privileges for a limited time, not to exceed 30 days.			
These rules apply while students are being transported on a school bus or vehicle used for school purposes.			
Rules		Safety Precautions	
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/guardian	
Remain seated; keep hands, feet, and head inside bus			
Keep unauthorized materials and substances off bus			
Use classroom voice (no profanity/loud noises/intimidation)		Discuss what to do if the bus is late in the morning or no one is home in the afternoon	
All personal possessions must be under control at all times			
No eating or drinking on the bus			

[RIGHT]

REGULATIONS RELATED TO DUE PROCESS (SUSPENSION/EXPULSION)		
TUSD Governing Board Regulations are available upon request at all school sites, family centers, central offices (1010 E. Tenth Street, 85719), and online at http://govboard.tusd1.org/Policies-and-Regulations		
REGULATION TITLE	REGULATION CODE	DESCRIPTION
SHORT TERM SUSPENSION	JK-R1	This regulation explains the process for short-term suspensions (1 – 10 Days).
LONG TERM SUSPENSION	JK-R2	This regulation explains the process for long-term suspensions (11 – 180 Days).
EXPULSION	JK-R3	This regulation explains the process for expulsions.
SUSPENSION ABEYANCE CONTRACT REGULATION	JK-R4	Principals/assistant principals may offer to hold a suspension in “abeyance” (to not instantly enforce the suspension) if (1) the principal / assistant principal believes it is in the best interests of the student and the school community, (2) the student and parent/guardian agree to certain conditions, and (3) the student and parent/guardian signs an abeyance contract agreeing to certain conditions. This regulation explains the abeyance contract process and requirements.

DUE PROCESS FOR STUDENTS WITH AN IEP OR 504 PLAN
Information about IDEA, IEPs, and 504 Plans is at www.tusd1.org/Departments/Exceptional-Education
Students with disabilities under Section 504 or IDEA (and students suspected of having a disability) may be disciplined in the same manner as any other student and may be suspended for up to 10 cumulative days of school per school year. If a suspension beyond 10 cumulative days is contemplated, special procedures must be followed. A manifestation determination conference must be held by the 10th day of suspension, but should happen as soon as possible based on parent/guardian/staff availability.
If the manifestation determination concludes that the student’s behavior is a manifestation of the student’s disability, then no further disciplinary action can be taken. The 504 or IEP team should convene to develop an appropriate behavior plan for the student. If the manifestation determination conference concludes that the student’s behavior is not a manifestation of the student’s disability, a hearing officer may impose whatever long-term suspension or expulsion policy allows. The District has no obligation to continue to provide educational services to a 504 student pursuant to the 504 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.

[LEFT]**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

[RIGHT]

Rights and Responsibilities

<i>STUDENT RIGHTS</i>	<i>STUDENT RESPONSIBILITIES</i>
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

<i>PARENT & GUARDIAN RIGHTS</i>	<i>PARENT & GUARDIANS RESPONSIBILITIES</i>
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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/or resolve student discipline problems. • Provide supervision of the student’s health, physical and emotional well being, and assume responsibility for the student’s timely regular attendance. • Promptly provide the school with explanations for student absences or tardiness. • Ensure student compliance with school and district policies and regulations. • Read and ask questions to understand the information in this Code. • Reinforce the importance of students’ adherence to values and behaviors described in this Code.

[LEFT]
Annual Notifications

<p>ANNUAL NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)</p> <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>(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)</p> <ol style="list-style-type: none"> 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. <p>(2) Receive notice and an opportunity to opt a student out of –</p> <ol style="list-style-type: none"> 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. <p>(3) Inspect, upon request and before administration or use –</p> <ol style="list-style-type: none"> 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. <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"> •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. <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>TUSD ANNUAL NOTIFICATION OF PRIVACY RIGHTS OF PARENTS AND STUDENTS</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>(1) The right to inspect and review the student’s education records within 45 days from the day TUSD receives a request.</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>(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.</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>(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.</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>(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.</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

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.

2019-2020 STUDENT CODE OF CONDUCT

DAN BAILEY, STUDENT RELATIONS
SAM BROWN, LEGAL DEPARTMENT

WHO HAVE WE TALKED TO?

- Teachers, Counselors, Support Staff
 - Classified staff
 - Parents
 - Family members
 - Community Members
- Administrators (including Leadership Team)
 - School Safety
 - Plaintiffs
 - DOJ
 - Special Master
- **AND STUDENTS!!**

HOW DID WE COLLECT INPUT?

EXTERNAL

- Town Halls
- Community Forums
- Code Committee meetings
- Online Comments through the Code Webpage

INTERNAL

- Site Interviews with Students
- Teachers, RPPFs, ISI/PIC, Deans, etc.
- Principals, APs
- Superintendent, Regional Superintendents, Directors
- DOJ and Plaintiffs

COLLECTED MORE
THAN 300+ COMMENTS

MAJOR TAKE-AWAYS

CLARIFY PIC GUIDELINES

- 30 Minute Rule applies to K-5
- One-period Rule applies to 6-12
- Remove “first 15 minutes of class and the end of class” restrictions.
- Revise Language to be more student friendly

Elevate Vandalism to a Level 3 Offense

- Automatic 3 day OSS, reduced to 1 day OSS with Restorative Action.
- Increase awareness and response to vandalism

Automatic 2 DAY OSS for Fighting and Drug/Alcohol Possession or Use

PROPOSED: 3 DAY OSS REDUCED TO 2 DAY OSS WITH MEDIATION
OR DRUG WORKSHOP

CURRENT: 3 DAY OSS REDUCED TO 1 DAY OSS WITH MEDIATION
OR DRUG WORKSHOP

Increased Accountability re Suspensions

Revise language to ensure sites communicate with
Student Relations
prior
to suspending.

Progressive Discipline in Limited Circumstances

Revise language to allow a second elevation after six repeated violations.

- Only after the 6th violation
- Must be documented interventions
- Must consult Student Relations

REVISE TELECOMMUNICATION

- Remove restriction on exclusionary discipline for malicious postings
- Reduce consequences for posting fights on social media (while allowing elevation for malicious postings)

Summary of Initial Proposed Changes to the Code of Conduct for SY 2019-20

The proposed changes result from an extensive review and analysis of more than 300 stakeholder comments received at public forums, online, and through the annual review committee.

The Legal and Student Relations departments are recommending follow-up action on feedback related to implementation and training as needed, and recommending the following revisions to the Code:

NOTE: staff edits and comments on a Microsoft Word version used for review prior to the file going to the graphic designer. **The chart below refers to the page numbers on the Microsoft Word version of the Code, not the final pdf version of the 2018-19 Code.**

Location	Proposed Change	Purpose of Change
Page 1	List board member names without titles	Titles are subject to change between development, adoption, and printing
Throughout	Change “Discipline Review Team” to “Student Relations Department” or “Student Relations”	Clarity, same people and functionality as 2018-19
Page 5	Revise the graphic for exclusionary consequences	Reflects recommended progression
Page 6	Clarify PIC guidelines <ul style="list-style-type: none"> • 30-minute-rule applies to K-5 • one-period-rule applies to 6-12 • removed the “first 15 minutes of class” or “end of class” restrictions • revised language 	Clarify use of 30-min versus one-period rule Allow students to utilize PIC at any point of the day without restrictions Use student-friendly language while reiterating District commitment to honoring teachers’ rights to remove disruptive students.
Page 9	Add “Delayed Departure from School” as a Level 1 intervention/action	Supplements the menu of options
Page 9	Add Vandalism as a Level 3 offense with automatic 3-day suspension, or 1-day if student participates in restorative action	Increase awareness, and response, to vandalism. Treat underlying causes using similar approach to fighting and drug/alcohol use.
Page 9	Update “eleven” to “ten” day suspension	Align with existing policy (eleven day suspension requires a hearing)

Location	Proposed Change	Purpose of Change
Page 9	Update fighting and drug/alcohol possession/use to automatic 2-day suspension	As progressive discipline, vandalism would be an automatic 1-day, fighting/drugs would be an automatic 2-day. Approach is to treat the underlying cause rather than to punish.
Page 10, #2	Revise language to ensure sites communicate with Student Relations prior to suspending	Update to require communication with Student Relations prior to suspension
Page 10, #3	Revise language re lower level actions to “may treat” rather than “shall consider”	Provides clarity for principals
Page 10, #4	Revise language to allow a second elevation after six repeated violations	Provides flexibility for progressive discipline in extreme cases
Page 12	Add devices that deliver illicit drugs (e-cigarettes, vapes/vape pens, wax pens, and edibles) to the definition of illicit drug	Updates the definition to reflect use of these devices to deliver illicit drugs
Page 13	Duplicate language from “Inappropriate Language” to “Defiance or Disrespect”	Provides consistency with these violations and actions
Page 14	Revise Telecommunication to remove restriction on exclusionary discipline and to reduce consequences for posting fights on social media	Allow for exclusionary discipline in extreme cases; reduce potential disciplinary outcomes where appropriate
Page 14	Revise Vandalism by referencing new approach on page 9	Align with page 9
Page 15	Remove “physical conduct” from “Sexual Harassment”	It is already covered under “Sexual Harassment with contact”
Page 16	Include misuse of fire extinguisher under “Fire Alarm Misuse”	Clarity



Tuesday, May 28, 2019
AGENDA FOR SPECIAL BOARD MEETING

**TUCSON UNIFIED SCHOOL DISTRICT
 GOVERNING BOARD**

**Multipurpose Room
 Duffy Community Center
 5145 E. Fifth Street
 Tucson, AZ 85711**

4:30 PM

THE MEETING WILL BEGIN AT 4:30 P.M. TO VOTE TO GO INTO EXECUTIVE SESSION AND RECONVENE IN OPEN SESSION AT 5:30 P.M.

-One or more Governing Board members will/may participate by telephonic or video communications.

-Names and details, including available support documents, may be obtained during regular business hours at the TUSD Governing Board Office.

-Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Translations/Interpretations Services at 225-4672. Requests should be made as early as possible to arrange the accommodation.

-Upon request, TUSD will provide a certified interpreter to interpret Governing Board meetings whenever possible. Please contact Translations/Interpretations Services at 225-4672 at least 72 hours prior to the event. Every effort will be made to honor requests for interpretation services made with less than 72, hours' notice.

-Previa peticion, TUSD proporcionara un interprete certificado para interpretar la agenda de las reuniones de la Mesa Directiva o de proporcionar los servicios de interpretacion en la reuniones de la Mesa Directiva cuando sea posible. Favor de contactar los Servicios de Traduccion/Interpretacion al telefono 225-4672 cuando menos 72 horas antes del evento. Se hara todo lo posible para proporcionar los servicios de interpretacion realizados con menos de 72 horas de anticipacion.

-If authorized by a majority vote of the members of the Governing Board, any matter on the open meeting agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03 (A)(3). The executive session will be held immediately after the vote and will not be open to the public.

-The order of items on this agenda may be modified during the meeting at the discretion of the Board President or upon a motion to amend the order of business which is approved by the Board.

1. OPENING OF MEETING

1.1 Call to Order

2. SCHEDULE EXECUTIVE MEETING

2.1 Motion To Convene Executive Meeting

2.2 Administrative Appointments, Reassignments, and Transfers

2.3 Negotiations for the Purchase, Sale or Lease of Real Property

2.4 Consultation with Attorneys Regarding Pending Litigation

2.5 Negotiations with Employee Organizations

2.6 Adjourn Executive Meeting and Reconvene Special Meeting

3. RECONVENE SPECIAL MEETING - 5:30 p.m.

3.1 Call to Order and Pledge of Allegiance

3.2 Agenda Adjustments

4. INFORMATION ITEM(S) I

4.1 Board Member Activity Reports

5. CALL TO THE AUDIENCE

5.1 Guidelines to Address the Board

5.2 Possible Board Member Response to Audience Comments

6. STUDY/ACTION(S) I

6.1 Student Code of Conduct Update for the 2019-2020 School Year

7. STUDY ITEM(S) I

7.1 Tucson Unified School District Strategic Plan - Requested by Board Members Ms. Leila Counts and Ms. Adelita Grijalva

8. ACTION ITEM(S)

8.1 Administrative Appointments, Reassignments, and Transfers - Assistant Superintendent, Curriculum & Instruction

8.2 Administrative Appointments, Reassignments, and Transfers - Principal, Santa Rita High School

8.3 Administrative Appointments, Reassignments, and Transfers - Principal, Mary Meredith K-12 School

8.4 Re-Appointment of Two Community Members to the Tucson Unified School District Technology Oversight Committee (TOC)

8.5 Review, Approve and Adopt the Revised Performance Based Compensation Plan (Prop 301) for School Year 2019-2020

8.6 Approval of Supplemental Materials for High School Use for the 2018-2019 School Year for University High School

8.7 Approval of Santa Rita Textbook/Supplemental Materials Beginning and Intermediate Algebra, 6th Edition MTH095 Pre College Algebra

8.8 Approval of District Solar Project Phase III Revision

8.9 Proposed Revisions to Audit Committee Charter - Requested by Board Member Ms. Leila Counts

8.10 Request for Governing Board Consideration to Adopt Arizona School Boards Association (ASBA) Model Policy for Policy BBAA - Board Member Authority and Responsibilities - (New) SECOND READING - Requested by Board Member Ms. Kristel Foster and Board Member Ms. Leila Counts

8.11 Request for Governing Board Consideration to Adopt Arizona School Boards Association (ASBA) Model Policy for BEDBA - Agenda Preparation and Dissemination - (New) SECOND READING - Requested by Board Member Ms. Kristel Foster and Board Member Ms. Leila Counts

9. STUDY/ACTION ITEM(S) II

9.1 Approval of Adoption 19-65 Grades K-5 Literacy Adoption

9.2 Governing Board Policy EHC - Designation of Person(s) to Accept Service of Legal Papers on the District (Proposed Revisions) FIRST READING -- Requested by Legal

9.3 Governing Board Policy IHAMC - Instruction and Training in Cardiopulmonary Resuscitation (NEW) -- Mandatory statutory updates requested by Legal

10. INFORMATION ITEM(S) II

10.1 FY19 Expenditure Update

10.2 Family Life Curriculum Update

11. STUDY ITEM(S) II

11.1 Tucson Unified School District Budget Study Session #6

12. FUTURE MEETING DATES AND AGENDA ITEM(S)

12.1 Future Meeting Dates and Agenda Item(s)

13. EXTEND OR ADJOURN SPECIAL MEETING

13.1 Motion and Vote to Extend or Adjourn Special Meeting

2019-2020 STUDENT CODE OF CONDUCT May 28, 2019

DAN BAILEY, STUDENT RELATIONS
SAM BROWN, LEGAL DEPARTMENT

WHO HAVE WE TALKED TO?

- Teachers, Counselors, Support Staff
 - Classified staff
 - Parents
 - Family members
 - Community Members
- Administrators (including Leadership Team)
 - School Safety
 - Plaintiffs
 - DOJ
 - Special Master
- **AND STUDENTS!!**

HOW DID WE COLLECT INPUT?

EXTERNAL

- Town Halls
- Community Forums
- Code Committee meetings
- Online Comments through the Code Webpage

INTERNAL

- Site Interviews with Students
- Teachers, RPPFs, ISI/PIC, Deans, etc.
- Principals, APs
- Superintendent, Regional Superintendents, Directors
- DOJ and Plaintiffs

**COLLECTED MORE
THAN 300+ COMMENTS**

MAJOR TAKE-AWAYS

CLARIFY PIC GUIDELINES

- 30 Minute Rule applies to K-5
- One-period Rule applies to 6-12
- Remove “first 15 minutes of class and the end of class” restrictions.
- Revise Language to be more student friendly

Permit Exclusionary Discipline for Vandalism first offense

- Automatic 3 day OSS, reduced to 1 day OSS with Restorative Action.
- Increase awareness and response to vandalism

Automatic 2 DAY OSS for Fighting and Drug/Alcohol Possession or Use

PROPOSED: 3 DAY OSS REDUCED TO 2 DAY OSS WITH MEDIATION
OR DRUG WORKSHOP

CURRENT: 3 DAY OSS REDUCED TO 1 DAY OSS WITH MEDIATION
OR DRUG WORKSHOP

Increased Accountability re Suspensions

Revise language to ensure sites communicate with
Student Relations
prior
to suspending.

Progressive Discipline in Limited Circumstances

Revise language to allow a second elevation after six repeated violations.

- Only after the 6th violation
- Must be documented interventions
- Must consult Student Relations

REVISE TELECOMMUNICATION

- Remove restriction on exclusionary discipline for malicious postings
- Reduce consequences for posting fights on social media (while allowing elevation for malicious postings)

[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:

Leila Counts; Kristel Ann Foster; Adelita Grijalva; Rachael Sedgwick; Dr. Mark Stegeman

[LEFT]

TABLE OF CONTENTS:

Basic Information1

Restorative Practices and Positive Behavioral Interventions and Supports (PBIS)2

Exclusionary Consequences.....3

Positive Intervention Centers (PICs); Classroom Disruption; and
Positive Alternatives to Out-Of-School Suspension.....4

Due Process (Suspension or Expulsion)5-6

Action Levels.....7

Guidelines for Applying Consequences.....8

Violation Charts.....9

- Aggression9
- Alcohol, Tobacco and Other Drugs Violations.....10
- Attendance Policy Violations; Other Violations of School Policies.....11
- Dishonesty; Improper Use of Technology; Trespassing, Vandalism, or Criminal Damage.....12
- Sexual Offenses; Arson.....13
- Harassment and Threat, Intimidation; School Threat or Interference.....14
- Theft.....15
- Weapons and Dangerous Items (Possession Of)16

Governing Board Policies; Bus Rules17

Regulations Related to Due Process; Due Process for Students with an IEP or 504 Plan18

Arizona Revised Statutes.....19

Student, Parent/Guardian Rights and Responsibilities.....20

Annual Notifications21

Directory Information.....22

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.

[RIGHT]
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 Student Relations Department 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.

Commented [BS1]: Updated

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 (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 Student Relations Department Discipline Review Team (the Discipline Director or the Compliance Liaison) at 225-4316, or online at www.tusd1.org/deseg.

Commented [BS2]: Updated

[LEFT]
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.

[RIGHT]

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.

Commented [TUSD3]: Revise diagram
 1st blue arrow "In-school intervention (ISI) or suspension (ISS)"
 2nd yellow arrow, "Short-Term Suspension"
 3rd green arrow, "Long-Term Suspension/District Alternative Education Program (DAEP)"

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.



[LEFT]

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 for grades K-5 or no more than the remainder of one class period for grades 6-12) and a positive and supportive environment to de-escalate if they are feeling angry, overwhelmed or in need of a time-out. 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~~ Students may de-escalate in the PIC as needed through various protocols:

- ~~Teachers may send no~~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~~ A student cannot go to PIC until there has been an attempted intervention, where possible.
- ~~Teachers may not send the same~~After the third instance, a student ~~more than three times before sending them to~~ should be sent to a principal/assistant principal/counselor for further assessment and/or intervention 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.

Commented [BS4]: Revised per comments, this option is for the benefit of the student and should be available at all times

Commented [TUSD5]: Revised to focus on restorative practices for the student and rather than permitting possible punitive misuse

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.

~~The District is fully committed to honoring teachers’ rights to remove a disruptive student according to the conditions outlined above.~~
Policy Regulation JK-R1: Principals may immediately remove a student whose presence poses a continuing clear and present danger to persons or property or an ongoing threat of disrupting the academic process.

Commented [BS6]: Revised per comments.

Positive Alternatives to Out-Of-School Suspension

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

Abeyance Contracts (Regulation JK-R4)

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

ABEYANCE CONTRACTS MUST BE OFFERED BY PRINCIPALS/ASSISTANT PRINCIPALS WHEN A STUDENT HAS 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.

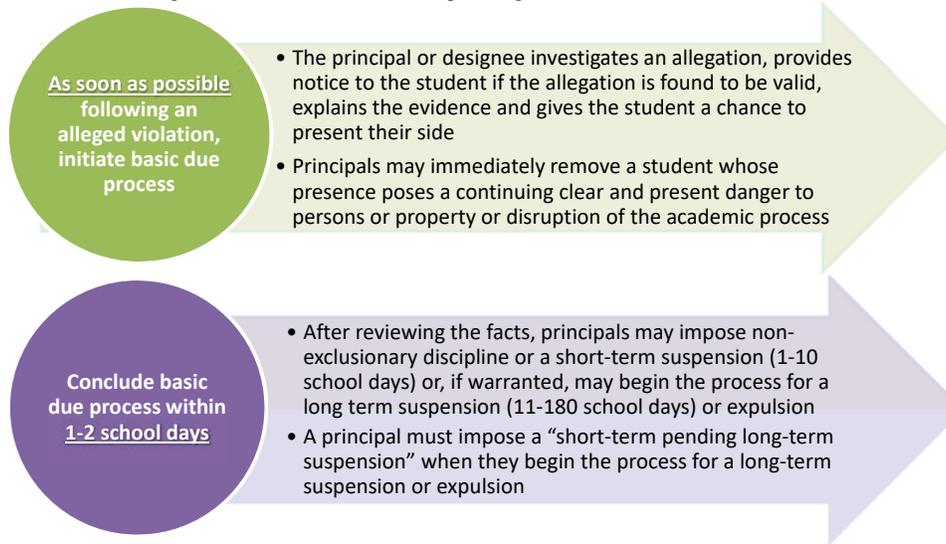
District Alternative Education Program (DAEP)

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.

[RIGHT]

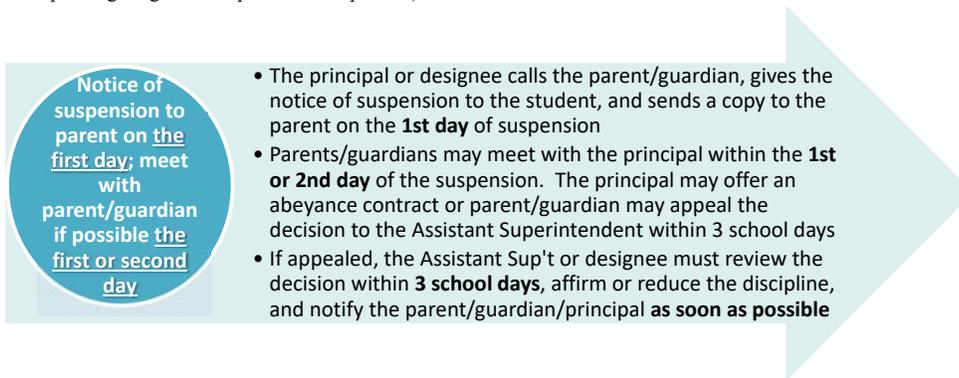
Due Process (Suspension or Expulsion)

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.



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).



[RIGHT]

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 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; 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

[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, and may request an elevated consequence based on campus safety concerns.</p> <p>The chart below lists actions that may be taken by school administration as the result of a violation. The Action Level identifies a range of actions for violations assigned to that level. Multiple actions may be applied to a single violation.</p> <p>Actions listed in bold are the minimum and mandatory action for that level of violation. For all violations, parent/guardian notification and student conference are mandatory.</p>			
LEVEL 1	<p><i>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.</i></p> <table border="0"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Parent/Guardian Notification and Conference Request • Student Conference • Restorative Circle or Conference (see page 2) • Verbal/Written Apology • Reflective Essay • Warning </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Detention (before/after school; lunch) • Delayed Departure from School • Saturday School • Time Out (not to exceed 30 minutes) • Reassignment To Different Class • Suspended Privileges • Community Service (not work detail) • Restitution • Teen Court • Referred to Outside Agency </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Meeting With Counselor • Peer Mediation • Functional Behavioral Assessment • Behavior Contract • Behavior Intervention Group • Behavior Learning Packets • Behavior Intervention Plan • Other Action (consistent w/other Level 1 interventions). </td> </tr> </table> <p style="text-align: center;"><i>*Some actions may not be available at all sites</i></p>	<ul style="list-style-type: none"> • Parent/Guardian Notification and Conference Request • Student Conference • Restorative Circle or Conference (see page 2) • Verbal/Written Apology • Reflective Essay • Warning 	<ul style="list-style-type: none"> • Detention (before/after school; lunch) • Delayed Departure from School • Saturday School • Time Out (not to exceed 30 minutes) • Reassignment To Different Class • Suspended Privileges • Community Service (not work detail) • Restitution • Teen Court • Referred to Outside Agency 	<ul style="list-style-type: none"> • Meeting With Counselor • Peer Mediation • Functional Behavioral Assessment • Behavior Contract • Behavior Intervention Group • Behavior Learning Packets • Behavior Intervention Plan • Other Action (consistent w/other Level 1 interventions).
<ul style="list-style-type: none"> • Parent/Guardian Notification and Conference Request • Student Conference • Restorative Circle or Conference (see page 2) • Verbal/Written Apology • Reflective Essay • Warning 	<ul style="list-style-type: none"> • Detention (before/after school; lunch) • Delayed Departure from School • Saturday School • Time Out (not to exceed 30 minutes) • Reassignment To Different Class • Suspended Privileges • Community Service (not work detail) • Restitution • Teen Court • Referred to Outside Agency 	<ul style="list-style-type: none"> • Meeting With Counselor • Peer Mediation • Functional Behavioral Assessment • Behavior Contract • Behavior Intervention Group • Behavior Learning Packets • Behavior Intervention Plan • Other Action (consistent w/other Level 1 interventions). 		
LEVEL 2	<p>Any Action from the prior level(s) may also be imposed.</p> <ul style="list-style-type: none"> • Restorative Conference and/or Restorative Circle (see page 2) • Social Skills Groups and/or Mentoring may be facilitated by a counselor, social worker, or other qualified staff. 			
LEVEL 3	<p>Any Action from the prior level(s) may also be imposed.</p> <ul style="list-style-type: none"> • Restorative Conference and/or Restorative Circle (see page 2) • In School Suspension/Intervention or Out Of School Suspension and/or Abeyance (Short Term 1-10 Days) but only where student misbehavior is ongoing and escalating, and only after the site has first attempted and documented the types of intervention(s) used in PBIS or Restorative Practices). <p>*Vandalism. First offense: three day suspension with two days waived if student participates in restorative action. Second offense: ten day suspension with eight days held in abeyance if student participates in restorative action.</p>			
LEVEL 4	<p>Any Action from the prior level(s) may also be imposed.</p> <ul style="list-style-type: none"> • Restorative Conference and/or Restorative Circle (upon re-entry to school) (see page 2) • Out of School Suspension and/or Abeyance – Long-Term (11-30 Days) (except for violations listed below) <p>*Fighting. First offense: three day suspension with two one one days waived if student participates in mediation. Second offense: eleven ten ten day suspension with eight days held in abeyance if student participates in mediation.</p> <p>*Possession or Use of Drugs or Alcohol. First offense: three day suspension with two one one days waived if student agrees to attend a substance abuse workshop. Second offense: eleven ten ten day suspension with eight days held in abeyance if student agrees to attend a substance abuse workshop. In both cases student must agree, 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) may also be imposed.</p> <ul style="list-style-type: none"> • Out of School Suspension and/or Abeyance – Long-Term (11-180 Days) • Restorative Conference and/or Restorative Circle (upon re-entry to school) (see page 2) • Expulsion 			

Commented [BS7]: Revised per comment

Commented [BS8]: Updated. Changed to restorative from regional feedback

Commented [BS9]: Updated per comments

Commented [BS10]: Revised to match policy

Commented [BS11]: Updated per comments

[RIGHT] Guidelines for Applying Actions

- 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 Student Relations immediately to jointly review suspensions prior to suspending a student** (the Team will still review the use of ISI and abeyances).
 3. Principals and APs at the elementary level (Pre-K-5th Grade) **may treat 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 with the **Student Relations** to determine if teachers and/or principals/assistant principals attempted to effectively implement interventions to address any underlying or unresolved issues. A consequence may be elevated one level after three repeated violations in a semester (with attempted and documented interventions) or to protect campus safety. **A consequence may be elevated again after three repeated violations in a school year (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 **Student Relations** and Asssistant Superintendent). Repeated occurrences of this violation may result in increased lengths of suspension.
 7. A student who willingly assists or forces another student to commit a violation of these guidelines may be held equally accountable for the violation.
 8. All parent/guardian conferences will be made in a timely manner. Parents/guardians may participate in a conference via phone or another accessible mode of communication. Students will not be disciplined further merely because their parent/guardian cannot participate in a conference.
 9. Attempted violations, including physical conflict, may require Actions. Principals or APs will determine the appropriate level of action for attempted violations. Actions will generally be at a lower level than the actual violation.
 10. When determining the appropriate level of action to take, Principals and APs shall consider a student's claim of self defense, defense of others or defense of property.
 11. Law Enforcement 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 **Student Relations Department** 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 [BS12]: Update

Commented [BS13]: Update for clarity

Commented [BS14]: Update

Commented [BS15]: Revised per comments

Commented [BS16]: Update

Commented [BS17]: Update from "Discipline Review Team"

[LEFT]
Violation Charts

AGGRESSION		
<i>Violation</i>		<i>Action Level</i>
Provocation (verbal or nonverbal) Using <u>offensive</u> language or gestures that may incite another person or people to fight.		1
Recklessness Engaging in unintentional, careless behavior that may pose a safety or health risk for yourself or for others.		1
Minor Aggressive Act Engaging in intentional, non-serious but inappropriate physical contact such as, but not limited to: hitting, poking, pulling, pushing, tripping, pulling a chair out from underneath another person, or other behaviors that demonstrate low level hostile conduct.		2
Endangerment Recklessly Putting self or another person at substantial risk of imminent death or serious physical injury through acts such as, but not limited to: rock throwing, skateboarding on campus, etc.		3
PHYSICAL CONFLICT		
Other Aggression Using other acts of aggression not specifically listed within the Aggression section including, but not limited to, intentional, serious and inappropriate physical contact including, but not limited to, any example listed under "Minor Aggressive Act" that may result in a serious physical injury. <u>Examples: hair pulling, pushing, slapping, etc.</u>	Fighting A fight is defined as a physical altercation in which both parties are willing participants who had one or more opportunities to de-escalate the situation, leave the situation, or notify a school official of the potential fight prior to making the decision to participate, and where the circumstances present a threat to safety because of the number of participants or the intensity and violence of the conduct.	Assault Intentionally, knowingly or recklessly causing any <u>serious</u> 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."	<p>*Due to the mutual involvement of participants, principals/assistant principals 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 8, Level 4, above.</p> 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."
Aggravated Assault 1. Causing serious physical injury to another. 2. Using a deadly weapon or dangerous instrument. 3. Committing the assault by any means of force that causes temporary but substantial disfigurement, temporary but substantial loss or impairment of any body organ or part or a fracture of any body part. 4. Committing the assault while the victim is bound or otherwise physically restrained or while the victim's capacity to resist is substantially impaired. 5. Committing assault and the person is in violation of an order of protection. 6. Committing the assault knowing or having reason to know that the victim is any of the following: teacher or any school employee on school grounds , law enforcement officer, prosecutor, firefighter, EMT/Paramedic engaged in official duties, on grounds adjacent to the school or in any part of a building or vehicle used for school purposes, teacher or school nurse visiting a private home in the course of the teacher's or nurse's professional duties or any teacher engaged in any authorized and organized classroom activity held on other than school grounds.		5 Mandatory report to law enforcement

Commented [BS18]: Update

Commented [BS19]: Update

Commented [BS20]: Revise to "on" in the final version

Commented [BS22]: Update

Commented [BS21]: Updated, revised per Regionals

[RIGHT]

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

Commented [BS23]: Update

Commented [BS24]: Update

[LEFT]

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

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

Commented [BS25]: Revised per comments

[RIGHT]

DISHONESTY	
<i>Violation</i>	<i>Action Level</i>
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	
<i>Violation</i>	<i>Action Level</i>
<p>Telecommunication Device or Other Technology</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 a principal/assistant principal in accordance with the Student 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></p> <p>Examples: use of telecommunication devices (cell phones, pagers, etc.) or other technology (gaming systems, iPods, iPads, Tablets, etc) for a non-instructional purpose, <u>including posting videos of fights onto social media, or images of school community members in a malicious manner.</u></p>	2
<p>Computer or Network Violation <i>NOTE: may not be elevated to Level 4.</i></p> <p>Examples (Computer): Using school computers for non-instructional purpose, copyright or trademark infringement, knowingly uploading or downloading destructive or malicious programs or software, loading personal software or disks onto school computers without permission of a principal/assistant principal or a district administrator, vandalism of computers or computer equipment.</p> <p>Examples (Network): <u>Posting videos of fights onto social media,</u> 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 [BS26]: There are instances where public, social media posts warrant exclusionary discipline

Commented [BS27]: Update, moved from "Computer or Network Violation"

Commented [BS28]: Updated

TRESPASSING; VANDALISM OR CRIMINAL DAMAGE	
<i>Definitions</i>	
<p>Criminal damage: Willful destruction or defacement of school property, commercial property located on school property, or personal property of another person, so as to substantially impair its function or value in an amount of five thousand dollars or more. Principals/assistant principals may consider acts of vandalism that result in damages exceeding \$5,000 in value at a Level 4.</p> <p>Example: Substantial destruction of copy machines, vehicles, science or computer equipment.</p>	
<i>Violation</i>	<i>Action Level</i>
<p>Trespassing</p> <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 or designee of the facility, campus or function.</p>	2
<p>Graffiti or Tagging</p> <p>Writing on walls; drawings or words painted or sprayed on walls or other surfaces that can be easily removed with soap or cleaner.</p>	2
<p>Vandalism of Personal and/or School Property Destroying or defacing personal or school property.</p> <p>Examples of Vandalism of School Property: Destroying school computer records, carving initials or words in desk top, spray painting on walls, damaging vehicles. *Principals/assistant principals may use exclusionary discipline on a first offense per the guidelines on page 9, Level 3, above.</p>	3
<p>Vandalism of School Property Destroying or defacing school property.</p> <p>Example: Destroying school computer records, carving initials or words in desk top, spray painting on walls, damaging vehicles.</p>	3

Commented [BS29]: Combined into one box

Commented [BS30]: Revised to align with Vandalism revision on page 8

[LEFT]

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

Commented [BS31]: Revise, this is a level 4 below

ARSON	
<i>Definitions</i>	
Structure: a building or place with sides and a floor used for lodging, business, transportation, recreation, or storage Occupied structure: any structure in which one or more persons is, or is likely to be present, or is so near as to be in equivalent danger at the outset of the fire or explosion. This includes any dwelling house, whether occupied or not. Property: anything other than a structure that is owned and has value of any kind (e.g., a backpack, school book, clothing, etc.). Damage: as used here, means a tangible or visible impairment to a surface. Reckless Burning: recklessly causing a fire or explosion resulting in damage to a structure, wild land, or property.	
<i>Violation</i>	<i>Action Level</i>
Arson of a Structure or Property 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>	4
Arson of an Occupied Structure Knowingly and unlawfully damaging an occupied structure by knowingly causing a fire or explosion.	5 Mandatory report to law enforcement and Fire Dept.
<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>	

[RIGHT]

HARASSMENT AND THREAT, INTIMIDATION	
<i>Violation</i>	<i>Action Level</i>
<p>Threat or Intimidation</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>	3
<p>Bullying</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>	3
<p>Harassment, nonsexual</p> <ol style="list-style-type: none"> 1. Anonymously or otherwise communicates or causes a communication with another person by verbal, electronic, mechanical, telegraphic, telephonic or written means in a manner that harasses. 2. Repeatedly commits an act or acts that harass another person. 3. Surveils or causes another person to surveil a person for no legitimate purpose. 4. On more than one occasion makes a false report to a law enforcement, credit or social service agency. 5. Stalking-Following another person in or about a public place for no legitimate purpose after being asked to desist. <p><i>NOTE: Bullying and Sexual Harassment are types of Harassment. Indicate Harassment, nonsexual if the violation is not specifically Bullying or Sexual Harassment, or if the specific type of harassment is not known.</i></p>	3
<p>Hazing</p> <p>Committing an act against another student, in which both of the following apply:</p> <ol style="list-style-type: none"> 1. The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization (athletic team, association, club or other similar group that is affiliated with the school and whose membership consists primarily of students enrolled at the school that is affiliated with an educational institution) affiliated with an educational institution. 2. The act contributes a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation. <p>*Principals/assistant principals <u>may</u> treat incidents of hazing at a Level 4 in consultation with the Student Relations Department Discipline Review Team.</p>	3

Commented [BS32]: Add this "3", it is not in the pdf version

Commented [BS33]: Update

SCHOOL THREAT OR INTERFERENCE	
<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>
Fire Alarm Misuse Intentionally ringing fire alarm when there is no fire, <u>or misuse of a fire extinguisher.</u>	4
Other School Threat (Verbal) Making a verbal School Threat.	4
Bomb Threat Threatening to cause harm by using or threatening to use a bomb, or arson-causing device.	5 Expulsion required by law
Chemical or Biological Threat Threatening to cause harm using dangerous chemicals or biological agents.	
Other School Threat	
Making a School Threat that might reasonably lead to the evacuation or closure of a school property or to the postponement, cancellation, or suspension of any class or other school activity (though actual evacuation, closure, postponement, cancellation or suspension is not required).	

Commented [BS34]: Update

[LEFT]

THEFT	
<i>Violation</i>	<i>Action Level</i>
Petty Theft Stealing cash, or property, valued under \$100.	2
Theft – School Property or Non-School Property 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.	3
Burglary or Breaking and Entering Entering or remaining unlawfully in or on the personal property of another, a classroom, a residential structure or yard or a nonresidential structure or in a fenced commercial property with the intent to commit any theft or any felony therein.	4
Extortion 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.	4
Robbery Taking any property of another from their person or immediate presence and against their will; threatens or uses force against any person with intent either to coerce surrender of property or to prevent resistance to such person taking or retaining property.	4
Armed Robbery Committing robbery (see definition above) such person or an accomplice: (1) Is armed with a deadly weapon or a simulated deadly weapon; or (2) Uses or threatens to use a deadly weapon or dangerous instrument or a simulated deadly weapon.	5 Mandatory report to law enforcement
Burglary (First Degree) Entering or remaining unlawfully in or on a residential structure or yard or a nonresidential structure or in a fenced commercial 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

Commented [BS35]: This 2 is missing on final version

[RIGHT]

WEAPONS AND DANGEROUS ITEMS (POSSESSION OF)	
<i>See Policy JICI for more details on Weapons in School</i>	
<i>Violation</i>	<i>Action Level</i>
<p>Dangerous Items</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>Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.</p>	3
<p>Simulated Firearm</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>If the simulated firearm is used to threaten or intimidate, the violation will be considered a level 4.</p>	3
<p>Other Weapons</p> <p>Possessing a billy club, brass knuckles, knife with a blade length of at least 2.5 inches, nunchakus.</p> <p>Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used the item is readily capable of causing death or serious physical injury.</p>	4
<p>Firearms</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 principal/assistant principal.</p> <p>“Firearm” means any loaded or unloaded handgun, pistol, revolver, rifle, shotgun or other weapon that will expel, is designed to expel or may readily be converted to expel a projectile by the action of an explosive. Firearm does not include a firearm in permanently inoperable condition.</p> <p>“Other Firearms” –Firearms other than handguns, rifles or shotguns including:–any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; Any firearm muffler or firearm silencer; Any destructive device, which includes: Any explosive, incendiary, or poison gas; Bomb; Grenade; Rocket having a propellant charge of more than four ounces; Missile having an explosive or incendiary charge of more than one-quarter ounce, Mine or similar device. Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter. Any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled. ()</p> <p><i>NOTE: This definition does not apply to items such as toy guns, colorful plastic water guns, cap guns, bb guns, and pellet guns)</i></p>	<p>5</p> <p>Expulsion required by law</p> <p>Mandatory report to law enforcement</p>

[LEFT]

GOVERNING BOARD POLICIES			
TUSD Governing Board Policies are available upon request at all school sites, family centers, central offices (1010 E. Tenth Street, 85719), and online at http://govboard.tusd1.org/Policies-and-Regulations			
POLICY TITLE	POLICY CODE	POLICY TITLE	POLICY CODE
STUDENT ABSENCES AND EXCUSES	JH	REPORTING CHILD ABUSE / CHILD PROTECTION	JLF
STUDENT ATTENDANCE	JE	RIGHTS AND RESPONSIBILITIES	JI
BEHAVIOR MANAGEMENT AND STUDENT DISCIPLINE	JKA	STUDENT INTERVIEWS, SEARCHES, AND ARRESTS	JIH
BUSES / TRANSPORTATION	EEA & EEAE	SCHOOL VIOLENCE, BULLYING, HARASSMENT, INTIMIDATION	JICK
CARE OF SCHOOL PROPERTY BY STUDENTS	JICB	SEXUAL HARASSMENT	ACA
CELL PHONES AND OTHER ELECTRONIC DEVICES	JICJ	STUDENT DISCIPLINE	JK
DRUG AND ALCOHOL USE BY STUDENTS	JICH	STUDENT DRESS	JICA
EQUAL EDUCATIONAL OPPORTUNITY AND ANTI-HARASSMENT	JB	STUDENT FUNDRAISING ACTIVITIES	JJE
EXTRACURRICULAR ACTIVITY ELIGIBILITY	JJJ	TECHNOLOGY RESOURCES	IJNDB
HAZING	JICFA	TOBACCO USE BY STUDENTS	JICG
NON-DISCRIMINATION & IMMIGRATION ANTI-DISCRIMINATION	AC & ACB	TRUANCY	JHB
PUBLIC CONDUCT ON SCHOOL PROPERTY	KFA	WEAPONS IN SCHOOL	JICI
BUS RULES			
Riding is a privilege; parents/guardians and students should discuss and make sure they know the rules. As a last resort, violations of these bus rules may result in the loss of bus privileges for a limited time, not to exceed 30 days.			
These rules apply while students are being transported on a school bus or vehicle used for school purposes.			
Rules		Safety Precautions	
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/guardian	
Remain seated; keep hands, feet, and head inside bus			
Keep unauthorized materials and substances off bus			
Use classroom voice (no profanity/loud noises/intimidation)		Discuss what to do if the bus is late in the morning or no one is home in the afternoon	
All personal possessions must be under control at all times			
No eating or drinking on the bus			

[RIGHT]

REGULATIONS RELATED TO DUE PROCESS (SUSPENSION/EXPULSION)		
TUSD Governing Board Regulations are available upon request at all school sites, family centers, central offices (1010 E. Tenth Street, 85719), and online at http://govboard.tusd1.org/Policies-and-Regulations		
REGULATION TITLE	REGULATION CODE	DESCRIPTION
SHORT TERM SUSPENSION	JK-R1	This regulation explains the process for short-term suspensions (1 – 10 Days).
LONG TERM SUSPENSION	JK-R2	This regulation explains the process for long-term suspensions (11 – 180 Days).
EXPULSION	JK-R3	This regulation explains the process for expulsions.
SUSPENSION ABEYANCE CONTRACT REGULATION	JK-R4	Principals/assistant principals may offer to hold a suspension in “abeyance” (to not instantly enforce the suspension) if (1) the principal / assistant principal believes it is in the best interests of the student and the school community, (2) the student and parent/guardian agree to certain conditions, and (3) the student and parent/guardian signs an abeyance contract agreeing to certain conditions. This regulation explains the abeyance contract process and requirements.

DUE PROCESS FOR STUDENTS WITH AN IEP OR 504 PLAN
Information about IDEA, IEPs, and 504 Plans is at www.tusd1.org/Departments/Exceptional-Education
Students with disabilities under Section 504 or IDEA (and students suspected of having a disability) may be disciplined in the same manner as any other student and may be suspended for up to 10 cumulative days of school per school year. If a suspension beyond 10 cumulative days is contemplated, special procedures must be followed. A manifestation determination conference must be held by the 10th day of suspension, but should happen as soon as possible based on parent/guardian/staff availability.
If the manifestation determination concludes that the student’s behavior is a manifestation of the student’s disability, then no further disciplinary action can be taken. The 504 or IEP team should convene to develop an appropriate behavior plan for the student. If the manifestation determination conference concludes that the student’s behavior is not a manifestation of the student’s disability, a hearing officer may impose whatever long-term suspension or expulsion policy allows. The District has no obligation to continue to provide educational services to a 504 student pursuant to the 504 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.

[LEFT]

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

[RIGHT]

Rights and Responsibilities

<i>STUDENT RIGHTS</i>	<i>STUDENT RESPONSIBILITIES</i>
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

<i>PARENT & GUARDIAN RIGHTS</i>	<i>PARENT & GUARDIANS RESPONSIBILITIES</i>
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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/or resolve student discipline problems. • Provide supervision of the student’s health, physical and emotional well being, and assume responsibility for the student’s timely regular attendance. • Promptly provide the school with explanations for student absences or tardiness. • Ensure student compliance with school and district policies and regulations. • Read and ask questions to understand the information in this Code. • Reinforce the importance of students’ adherence to values and behaviors described in this Code.

[LEFT]
Annual Notifications

<p>ANNUAL NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)</p> <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>(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)</p> <ol style="list-style-type: none"> 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. <p>(2) Receive notice and an opportunity to opt a student out of –</p> <ol style="list-style-type: none"> 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. <p>(3) Inspect, upon request and before administration or use –</p> <ol style="list-style-type: none"> 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. <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"> •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. <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>TUSD ANNUAL NOTIFICATION OF PRIVACY RIGHTS OF PARENTS AND STUDENTS</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>(1) The right to inspect and review the student’s education records within 45 days from the day TUSD receives a request.</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>(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.</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>(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.</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>(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.</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

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.

Summary of Initial Proposed Changes to the Code of Conduct for SY 2019-20

The proposed changes result from an extensive review and analysis of more than 300 stakeholder comments received at public forums, online, and through the annual review committee.

The Legal and Student Relations departments are recommending follow-up action on feedback related to implementation and training as needed, and recommending the following revisions to the Code:

NOTE: staff edits and comments on a Microsoft Word version used for review prior to the file going to the graphic designer. **The chart below refers to the page numbers on the Microsoft Word version of the Code, not the final pdf version of the 2018-19 Code.**

Location	Proposed Change	Purpose of Change
Page 1	List board member names without titles	Titles are subject to change between development, adoption, and printing
Throughout	Change “Discipline Review Team” to “Student Relations Department” or “Student Relations”	Clarity, same people and functionality as 2018-19
Page 5	Revise the graphic for exclusionary consequences	Reflects recommended progression
Page 6	Clarify PIC guidelines <ul style="list-style-type: none"> • 30-minute-rule applies to K-5 • one-period-rule applies to 6-12 • removed the “first 15 minutes of class” or “end of class” restrictions • revised language 	Clarify use of 30-min versus one-period rule Allow students to utilize PIC at any point of the day without restrictions Use student-friendly language while reiterating District commitment to honoring teachers’ rights to remove disruptive students.
Page 9	Add “Delayed Departure from School” as a Level 1 intervention/action	Supplements the menu of options
Page 9	Add Vandalism as a Level 3 offense with automatic 3-day suspension, or 1-day if student participates in restorative action	Increase awareness, and response, to vandalism. Treat underlying causes using similar approach to fighting and drug/alcohol use.
Page 9	Update “eleven” to “ten” day suspension	Align with existing policy (eleven day suspension requires a hearing)

Location	Proposed Change	Purpose of Change
Page 9	Update fighting and drug/alcohol possession/use to automatic 2-day suspension	As progressive discipline, vandalism would be an automatic 1-day, fighting/drugs would be an automatic 2-day. Approach is to treat the underlying cause rather than to punish.
Page 10, #2	Revise language to ensure sites communicate with Student Relations prior to suspending	Update to require communication with Student Relations prior to suspension
Page 10, #3	Revise language re lower level actions to “may treat” rather than “shall consider”	Provides clarity for principals
Page 10, #4	Revise language to allow a second elevation after six repeated violations	Provides flexibility for progressive discipline in extreme cases
Page 12	Add devices that deliver illicit drugs (e-cigarettes, vapes/vape pens, wax pens, and edibles) to the definition of illicit drug	Updates the definition to reflect use of these devices to deliver illicit drugs
Page 13	Duplicate language from “Inappropriate Language” to “Defiance or Disrespect”	Provides consistency with these violations and actions
Page 14	Revise Telecommunication to remove restriction on exclusionary discipline and to reduce consequences for posting fights on social media	Allow for exclusionary discipline in extreme cases; reduce potential disciplinary outcomes where appropriate
Page 14	Revise Vandalism by referencing new approach on page 9	Align with page 9
Page 15	Remove “physical conduct” from “Sexual Harassment”	It is already covered under “Sexual Harassment with contact”
Page 16	Include misuse of fire extinguisher under “Fire Alarm Misuse”	Clarity



Tuesday, June 25, 2019
AGENDA FOR SPECIAL BOARD MEETING

**TUCSON UNIFIED SCHOOL DISTRICT
GOVERNING BOARD**

**Multipurpose Room
Duffy Community Center
5145 E. Fifth Street
Tucson, AZ 85711**

THE MEETING WILL BEGIN AT 4:00 P.M. TO VOTE TO GO INTO EXECUTIVE SESSION AND RECONVENE IN OPEN SESSION AT 5:30 P.M.

-One or more Governing Board members will/may participate by telephonic or video communications.

-Names and details, including available support documents, may be obtained during regular business hours at the TUSD Governing Board Office.

-Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Translations/Interpretations Services at 225-4672. Requests should be made as early as possible to arrange the accommodation.

-Upon request, TUSD will provide a certified interpreter to interpret Governing Board meetings whenever possible. Please contact Translations/Interpretations Services at 225-4672 at least 72 hours prior to the event. Every effort will be made to honor requests for interpretation services made with less than 72, hours' notice.

-Previa peticion, TUSD proporcionara un interprete certificado para interpretar la agenda de las reuniones de la Mesa Directiva o de proporcionar los servicios de interpretacion en la reuniones de la Mesa Directiva cuando sea posible. Favor de contactar los Servicios de Traduccion/Interpretacion al telefono 225-4672 cuando menos 72 horas antes del evento. Se hara todo lo posible para proporcionar los servicios de interpretacion realizados con menos de 72 horas de anticipacion.

-If authorized by a majority vote of the members of the Governing Board, any matter on the open meeting agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03 (A)(3). The executive session will be held immediately after the vote and will not be open to the public.

-The order of items on this agenda may be modified during the meeting at the discretion of the Board President or upon a motion to amend the order of business which is approved by the Board.

1. OPENING OF MEETING

1.1 Call to Order - 4:00 p.m.

2. SCHEDULE EXECUTIVE MEETING

2.1 Motion To Convene Executive Meeting

2.2 Hearing Officer(s) Recommendation(s)

2.3 Administrative Appointments, Reassignments, and Transfers

- 2.4 Revised Salary Range and Job Description for Internal Auditor Position
- 2.5 Consultation With Attorneys Regarding Pending Litigation
- 2.6 Legal Questions Regarding A.R.S. 15-545/hiring Teachers from other Districts
- 2.7 Negotiations for the Purchase, Sale or Lease of Real Property
- 2.8 Adjourn Executive Meeting and Reconvene Special Meeting

3. RECONVENE SPECIAL MEETING - 5:30 p.m.

- 3.1 Call to Order and Pledge of Allegiance
- 3.2 Agenda Adjustments

4. INFORMATION ITEM(S) I

- 4.1 Awards and Recognitions
- 4.2 Board Member Activity Reports

5. CALL TO THE AUDIENCE

- 5.1 Possible Board Member Response to Audience Comments
- 5.2 Guidelines to Address the Board

6. INFORMATION ITEM(S) II

- 6.1 Semi-Annual Audit Committee Report to the Governing Board
- 6.2 K-5 Literacy Adoption Implementation Plan

7. ACTION ITEM(S) I

- 7.1 Extend TUSD/TEA Consensus Agreement for 45 days per Article 34 of the TUSD/TEA Consensus Agreement
- 7.2 Extend TUSD/TEA White Collar and Food Service Agreement for 45 days per Article 26 of the TUSD/TEA White Collar and Food Service Agreement
- 7.3 Extend Education Leaders, Inc. (ELI) Meet and Confer Agreement through August 30, 2019
- 7.4 Extend Non-Bargaining Employee Agreement through August 30, 2019
- 7.5 Governing Board Policy BEDBA - Agenda Preparation and Dissemination - (Revision) SECOND READING - Requested by Board Member Ms. Kristel Foster and Board Member Ms. Leila Counts

8. STUDY/ACTION ITEM(S) I

- 8.1 Posting of Board Actions - Requested by Board President Dr. Mark Stegeman

9. CONSENT AGENDA

- 9.1 Approval of Consent Agenda Items 9.2 through 9.7
- 9.2 Authorization to Resolve OCR Case #08-15-1287
- 9.3 Fiscal Year 2019-2020 Plant Funds Reallocation Request
- 9.4 Minutes of Tucson Unified School District Governing Board Meeting - April 23, 2019
- 9.5 Minutes of Tucson Unified School District Governing Board Meeting - April 30, 2019
- 9.6 Minutes of Tucson Unified School District Governing Board Meeting - May 21, 2019

9.7 Minutes of Tucson Unified School District Governing Board Meeting - May 28, 2019

10. ACTION ITEM(S) II

10.1 Administrative Assignments, Reassignments, and Transfers - Senior Director, Curriculum Development

10.2 Administrative Assignments, Reassignments, and Transfers - Interim Director, Advanced Learning Experiences

10.3 Appointment to the Tucson Unified School District Audit Committee - Requested by Board Member Ms. Leila Counts

10.4 FY2019-2020 Tucson Unified School District Proposed Budget

10.5 Consideration of Revised Salary Range and Job Description for Internal Auditor Position

10.6 Approval of Supplemental Materials for K-8: Simple Solutions (Various Titles)

10.7 New Course Proposal 2019-2020 School Year: Vocal Music, Intermediate Girl - Tucson High Magnet School

10.8 Approval of Course Proposal "ELD I Reading Foundations"

10.9 Student Code of Conduct Handbook for the 2019-2020 School Year

10.10 Governing Board Policy GBQ (New) -- Eligibility for Rehire (New) FIRST READING -- Requested by Board President Dr. Mark Stegeman and Board Member Ms. Leila Counts

10.11 Approval of Governing Board Members to Join the National Association of Latino Elected and Appointed Officials (NALEO) and to Travel to the NALEO National Policy Institute on Emergency Response and Management, September 12-15, 2019, Long Beach, California - Requested by Board Member Ms. Adelita Grijalva

10.12 Governing Board Policy GCAA - Application for Position - (Revisions) - SECOND READING - Requested by Governing Board President Dr. Mark Stegeman and Governing Board Member Ms. Leila Counts

10.13 Governing Board Policy GBJ - Personnel Records and Files (revision) SECOND READING - Requested by Board President Dr. Mark Stegeman and Board Member Ms. Leila Counts

11. INFORMATION ITEM(S) III

11.1 New Science Standards Presentation

12. STUDY ITEM(S)

12.1 Coverage of Pre-Employment Costs for New Employees

13. EXTEND OR ADJOURN SPECIAL MEETING

13.1 Motion and Vote to Extend or Adjourn Special Meeting

14. FUTURE MEETING DATES AND AGENDA ITEM(S)

14.1 Future Meeting Dates and Agenda Item(s)

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:

[Leila Counts](#); [Kristel Ann Foster](#); [Adelita Grijalva](#); [Rachael Sedgwick](#); [Dr. Mark Stegeman](#)

TABLE OF CONTENTS:

Basic Information1

Restorative Practices and Positive Behavioral Interventions and Supports (PBIS)2

Exclusionary Consequences.....3

Positive Intervention Centers (PICs); Classroom Disruption; and
Positive Alternatives to Out-Of-School Suspension.....4

Due Process (Suspension or Expulsion)5-6

Action Levels.....7

Guidelines for Applying Consequences.....8

Violation Charts9

- Aggression9
- Alcohol, Tobacco and Other Drugs Violations.....10
- Attendance Policy Violations; Other Violations of School Policies.....11
- Dishonesty; Improper Use of Technology; Trespassing, Vandalism, or Criminal Damage.....12
- Sexual Offenses; Arson.....13
- Harassment and Threat, Intimidation; School Threat or Interference.....14
- Theft.....15
- Weapons and Dangerous Items (Possession Of)16

Governing Board Policies; Bus Rules17

Regulations Related to Due Process; Due Process for Students with an IEP or 504 Plan18

Arizona Revised Statutes.....19

Student, Parent/Guardian Rights and Responsibilities.....20

Annual Notifications21

Directory Information.....22

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 Student Relations Department (“Student Relations”) ~~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 <http://www.tusd1.org/Information/Resources/Student-Guidelines>. Students or parents/guardians may make a complaint related to discrimination, harassment, hazing, dating abuse, bullying, or unfair disciplinary actions with the schools the principal, assistant principal, ~~the Student Relations Discipline Review Team (the Discipline Director or the Compliance Liaison)~~ at 225-4316, or online at <http://deseg.tusd1.org>.

Restorative Practices

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



How Does TUSD Implement Restorative Practices?

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

Positive Behavioral Interventions and Supports (PBIS)

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



How Does TUSD Implement PBIS?

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

Who Is Responsible For Implementing Restorative Practices and PBIS?

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

Exclusionary Consequences



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

Commented [SR1]: Graphic designer will replace this diagram with a new diagram that reflects the following:

1st blue arrow "In-school intervention (ISI) or suspension (ISS)"

2nd yellow arrow, "Short-Term Suspension"

3rd green arrow, "Long-Term Suspension/District Alternative Education Program (DAEP)"

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 for grades K-5 or no more than the remainder of one class period for grades 6-12) and a positive and supportive environment to de-escalate if they are feeling angry, overwhelmed, or in need of a time-out. A PIC can be an ISI room (MS and HS), a buddy teacher's classroom (K5 and K8), or a counselor's or social worker's office space. The teacher in the PIC will have the students 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.

Commented [SR2]: Added to clarify that a "Positive Intervention Center" (a "PIC") is not limited to a specific room (like an ISI Room), but can exist in other settings such as a buddy-classroom in lower grades or a counselor/social worker's office.

Teachers can send students to the PIC as needed through various protocols:

- Teachers may send no more than three students from a single classroom to the PIC room 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 an intervention, where possible.
- After the third instance in a semester, a student more than three times before sending them to should be sent to a principal/assistant principal/counselor for further assessment and/or intervention 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 and documented that the student's behavior is so unruly, disruptive or abusive that it seriously interferes with the teacher's ability to communicate effectively with other students in the classroom or with the ability of the other students to learn.

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

Policy Regulation JK-R1: Principals may immediately remove a student whose presence poses a continuing clear and present danger to persons or property or an ongoing threat of disrupting the academic process.

Positive Alternatives to Out-Of-School Suspension

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

Abeyance Contracts (Regulation JK-R4)

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

ABEYANCE CONTRACTS MUST BE OFFERED BY PRINCIPALS/ASSISTANT PRINCIPALS WHEN A STUDENT HAS COMMITTED 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.

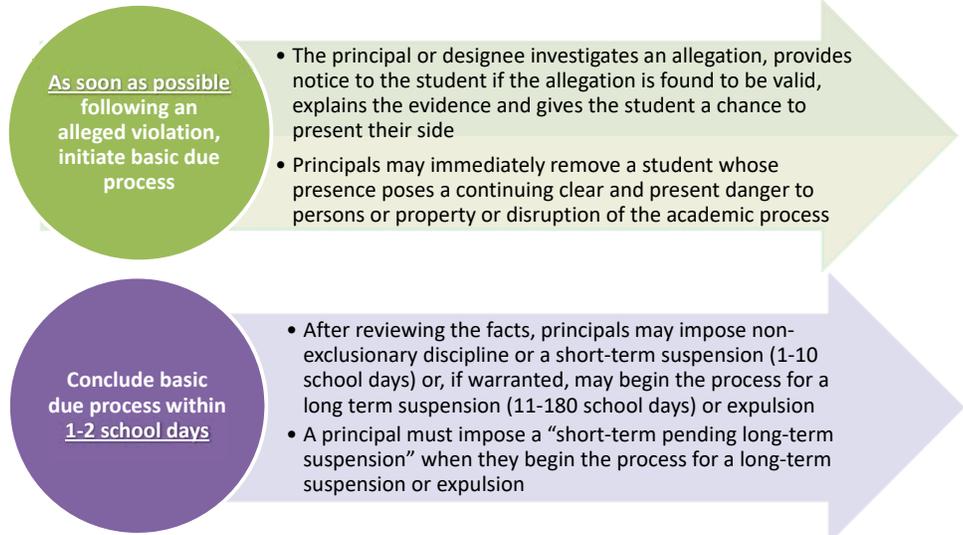
District Alternative Education Program (DAEP)

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)

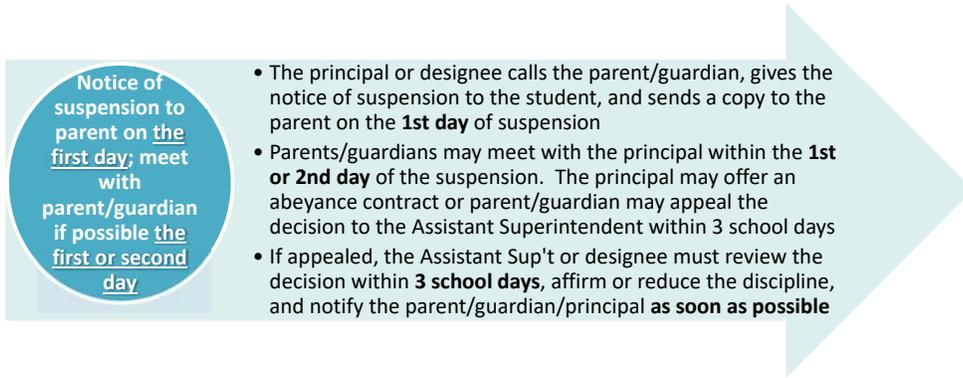
Any student facing a suspension or expulsion will be provided basic due process as a legal safeguard to protect the constitutional rights of the student and his or her parents/guardians. **Expulsion is the permanent withdrawal of the privilege of attending any school in the District unless the Governing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

Commented [SR3]: Revised to include the JK-R3 definition



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).



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 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; 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, schools/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>Actions listed in bold are the minimum and mandatory action for that level of violation. For all violations, parent/guardian notification and request for student conference are mandatory.</p>			
LEVEL 1	<p><i>Before referring a matter to school/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></p> <table border="0"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Parent/Guardian Notification and Conference Request • Student Conference • Restorative Circle or Conference (see page 2) • Verbal/Written Apology • Reflective Essay • Warning </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Detention (before/after school; lunch) • Delayed Departure from School • Saturday School • Time Out (not to exceed 30 minutes) • Reassignment To Different Class • Suspended Privileges • Community Service (not work detail) • Restitution • Teen Court • Referred to Outside Agency </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Meeting With Counselor • Peer Mediation • Functional Behavioral Assessment • Behavior Contract • Behavior Intervention Group • Behavior Learning Packets • Behavior Intervention Plan • Other Action (consistent w/other Level 1 interventions). </td> </tr> </table> <p style="text-align: center;"><i>*Some actions may not be available at all schools/sites</i></p>	<ul style="list-style-type: none"> • Parent/Guardian Notification and Conference Request • Student Conference • Restorative Circle or Conference (see page 2) • Verbal/Written Apology • Reflective Essay • Warning 	<ul style="list-style-type: none"> • Detention (before/after school; lunch) • Delayed Departure from School • Saturday School • Time Out (not to exceed 30 minutes) • Reassignment To Different Class • Suspended Privileges • Community Service (not work detail) • Restitution • Teen Court • Referred to Outside Agency 	<ul style="list-style-type: none"> • Meeting With Counselor • Peer Mediation • Functional Behavioral Assessment • Behavior Contract • Behavior Intervention Group • Behavior Learning Packets • Behavior Intervention Plan • Other Action (consistent w/other Level 1 interventions).
<ul style="list-style-type: none"> • Parent/Guardian Notification and Conference Request • Student Conference • Restorative Circle or Conference (see page 2) • Verbal/Written Apology • Reflective Essay • Warning 	<ul style="list-style-type: none"> • Detention (before/after school; lunch) • Delayed Departure from School • Saturday School • Time Out (not to exceed 30 minutes) • Reassignment To Different Class • Suspended Privileges • Community Service (not work detail) • Restitution • Teen Court • Referred to Outside Agency 	<ul style="list-style-type: none"> • Meeting With Counselor • Peer Mediation • Functional Behavioral Assessment • Behavior Contract • Behavior Intervention Group • Behavior Learning Packets • Behavior Intervention Plan • Other Action (consistent w/other Level 1 interventions). 		
LEVEL 2	<p>Any Action from the prior level(s) may also be imposed.</p> <ul style="list-style-type: none"> • Restorative Conference and/or Restorative Circle (see page 2) • Social Skills Groups and/or Mentoring may be facilitated by a counselor, social worker, or other qualified staff. 			
LEVEL 3	<p>Any Action from the prior level(s) may also be imposed.</p> <ul style="list-style-type: none"> • Restorative Conference and/or Restorative Circle (see page 2) • In School Suspension/Intervention or Out Of School Suspension and/or Abeyance (Short Term 1-10 Days) but only where student misbehavior is ongoing and escalating, and only after the school/site has first attempted and documented the types of intervention(s) used in PBIS or Restorative Practices. 			
LEVEL 4	<p>Any Action from the prior level(s) may also be imposed.</p> <ul style="list-style-type: none"> • Restorative Conference and/or Restorative Circle (upon re-entry to school) (see page 2) • Out of School Suspension and/or Abeyance – Long-Term (11-30 Days) (except for violations listed below) <p>*Fighting. First offense: three day suspension with two days waived if student participates in mediation. Second offense: ten ten day suspension with eight seven days held in abeyance if student participates in mediation.</p> <p>*Administrators may assign a two-day “cooling off period” where safety is a concern and after consulting with Student Relations.</p> <p>*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. Second offense: eleven ten day suspension with eight seven days held in abeyance if student agrees to attend a substance abuse workshop. In both cases student must agree, 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) may also be imposed.</p> <ul style="list-style-type: none"> • Out of School Suspension and/or Abeyance – Long-Term (11-180 Days) • Restorative Conference and/or Restorative Circle (upon re-entry to school) (see page 2) • Expulsion (181+ Days) Expulsion is the permanent withdrawal of the privilege of attending any school in the District unless the Governing Board reinstates the privilege. 			

Commented [SR4]: Revised to include the JK-R3 definition

Guidelines for Applying Actions

1. Nothing in the Code shall prevent school personnel from protecting campus safety as appropriate.
2. Principals and assistant principals (APs) **must communicate with Student Relations** immediately ~~to jointly review suspensions before suspending a student~~ (or to review the use of ISI and abeyances).
3. Principals and APs at the elementary level (Pre-K-5th Grade) ~~may treat 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 varied interventions, attendance, etc.). Requests must be submitted to the Assistant Superintendent for final approval and to jointly review with the Student Relations to determine if teachers and/or principals/assistant principals attempted to effectively implement interventions to address any underlying or unresolved issues. A consequence may be elevated one level after three repeated violations in a semester (with attempted and documented interventions) or to protect campus safety. A consequence may be elevated again after two repeated violations in a school year (where it is clear that attempted, varied, and documented interventions have not worked to change the student's behavior) or to protect campus safety. After five repeated violations in a school year of "Leaving Schools Grounds without Permission" or "Unexcused Absence," the District may reassign a student to an alternative educational setting (extended-learning program on-site, Project MORE, etc.) after assessing the student's circumstances to determine the most-appropriate educational placement in conjunction with the parent or guardian.
5. Principals and APs may request a waiver of mandatory actions for level 4 or 5 consequences through the appropriate Assistant Superintendent. Waivers may not be sought when the prescribed disciplinary action involves the possession of a firearm or the threatening of an educational institution. By state law in such a case, only the Governing Board may decide, on a case by case basis, whether to impose less than the mandatory penalty.
6. Fighting and Drug/Alcohol Use or Possession are considered level 4 violations but are treated different than other Level 4 violations, including an automatic waiver of long term consequence for the first offense (a second fight may result in a long-term suspension if approved by Student Relations and the Assistant Superintendent). Repeated occurrences of this violation may result in increased lengths of suspension.
7. A student who willingly assists or forces another student to commit a violation of these guidelines may be held equally accountable for the violation.
8. All parent/guardian conferences will be made in a timely manner. Parents/guardians may participate in a conference via phone or another accessible mode of communication. Students will not be disciplined further merely because their parent/guardian cannot participate in a conference.
9. Attempted violations, including physical conflict, may require Actions. Principals or APs will determine the appropriate level of action for attempted violations. Actions will generally be at a lower level than the actual violation.
10. When determining the appropriate level of action to take, Principals and APs shall consider a student's claim of self defense, defense of others or defense of property.
11. Law Enforcement, School Resource, and School Safety Officers, and other security personnel, shall not be involved in low-level student discipline (levels 1-3). **This in no way prohibits contacting School Safety during or immediately after an incident to protect student, staff, or visitor safety.** A principal/assistant principal must immediately notify an Assistant Superintendent and the Student Relations when law enforcement is contacted. Law Enforcement may be contacted in cases of vandalism where the District is seeking restitution for damage to school property.

Schools are divided into five regions, each supported by an Assistant Superintendent. Regional information is online here:
Arcadia (www.tusd1.org/Departments/Arcadia-Region)
Arroyo Chico (www.tusd1.org/Departments/Arroyo-Chico-Region)
Pantano (www.tusd1.org/Departments/Pantano-Region)
Santa Cruz (www.tusd1.org/Departments/Santa-Cruz-Region)
Silverbell (www.tusd1.org/Departments/Silverbell-Region)

Commented [SR5]: Added to discourage duplicative, non-effective interventions

Commented [SR6]: Added flexibility to elevate a second time after five violations based on stakeholder feedback

Commented [SR7]: Added "educational" to make clear that these placements are being made for educational rather than disciplinary reasons

Commented [SR8]: Added a link to a list of Asst. Supts., their regions, and schools.

Violation Charts

AGGRESSION		
<i>Violation</i>		<i>Action Level</i>
Provocation (verbal or nonverbal) Using <u>offensive</u> language or gestures that may incite another person or people to fight.		1
Recklessness Engaging in unintentional, careless behavior that may pose a safety or health risk for yourself or for others.		1
Minor Aggressive Act Engaging in intentional, non-serious but inappropriate physical contact such as, but not limited to: hitting, poking, pulling, pushing, tripping, pulling a chair out from underneath another person, or other behaviors that demonstrate low level hostile conduct.		2
Endangerment <u>Recklessly</u> putting self or another person at substantial risk of imminent death or serious physical injury through acts such as, but not limited to: rock throwing, skateboarding on campus, etc.		3
PHYSICAL CONFLICT		
Other Aggression Using other acts of aggression not specifically listed within the Aggression section including, but not limited to, intentional, serious and inappropriate physical contact including, but not limited to, any example listed under "Minor Aggressive Act" that may result in a serious physical injury. <u>Examples: hair pulling, pushing, slapping, etc.</u>	Fighting A fight is defined as a physical altercation in which both parties are willing participants who had one or more opportunities to de-escalate the situation, leave the situation, or notify a school official of the potential fight prior to making the decision to participate, and where the circumstances present a threat to safety because of the number of participants or the intensity and violence of the conduct.	Assault Intentionally, knowingly or recklessly causing any <u>serious</u> 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."	*Due to the mutual involvement of participants, principals/assistant principals will grant an automatic waiver of the mandatory minimum, ten eleven-day long-term suspension normally used at this level for a first offense. See guidelines for fighting on page 8, Level 4, above. 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."
Aggravated Assault 1. Causing serious physical injury to another. 2. Using a deadly weapon or dangerous instrument. 3. Committing the assault by any means of force that causes temporary but substantial disfigurement, temporary but substantial loss or impairment of any body organ or part or a fracture of any body part. 4. Committing the assault while the victim is bound or otherwise physically restrained or while the victim's capacity to resist is substantially impaired. 5. Committing assault and the person is in violation of an order of protection. 6. Committing the assault knowing or having reason to know that the victim is any of the following: teacher or any school employee on school grounds , law enforcement officer, prosecutor, firefighter, EMT/Paramedic engaged in official duties, on grounds adjacent to the school or in any part of a building or vehicle used for school purposes, teacher or school nurse visiting a private home in the course of the teacher's or nurse's professional duties or any teacher engaged in any authorized and organized classroom activity held on other than school grounds.		5 Mandatory report to law enforcement

Commented [SR9]: Added the word "recklessly" back into the definition to prevent the administration of discipline for entirely unintentional, accidental behavior

Commented [SR11]: Revised per stakeholder feedback

Commented [SR10]: Revised per staholder feedback

Commented [SR12]: Revised to align with policy and practice

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

Commented [SR13]: Revised per stakeholder feedback

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

Commented [SR14]: Bolded "one class period" to highlight the difference between Unexcused Absence (an entire day) and Truancy (which can be one period only)

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

Commented [SR15]: Revised to clarify that the elevation process applies

Commented [SR16]: Revised to clarify that the elevation process applies

Commented [SR17]: Revised to align with "Inappropriate Language" (above) to apply to defiance/disrespect towards authority in instances that do not involve "swearing"

DISHONESTY	
<i>Violation</i>	<i>Action Level</i>
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	
<i>Violation</i>	<i>Action Level</i>
<p>Telecommunication Device or Other Technology</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 a principal/assistant principal in accordance with the Student Code of Conduct. (see Policy JICJ) <i>NOTE: may be elevated to a Level 3 violation if it involves an intention to cause harm to another person, but cannot result in out-of-school suspension.</i></p> <p>Examples: use of telecommunication devices (cell phones, pagers, etc.) or other technology (gaming systems, iPods, iPads, Tablets, etc) for a non-instructional purpose, <u>including posting videos of fights onto social media, or posting images of school community members in a manner intended to cause harm to another person.</u></p>	2
<p>Computer or Network Violation <i>NOTE: may not be elevated to Level 4.</i></p> <p>Examples (Computer): Using school computers for non-instructional purpose, copyright or trademark infringement, knowingly uploading or downloading destructive or malicious programs or software, loading personal software or disks onto school computers without permission of a principal/assistant principal or a district administrator, vandalism of computers or computer equipment.</p> <p>Examples (Network): 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 [SR18]: Revised to permit elevations (including suspension) for instances involving an intention to cause harm to another person (for example, public social media posts intended to cause reputational, mental, emotional, or social harm to a person or person)

Removed "malicious" (which would have had to be defined) and replaced it with the definition of malicious for greater clarity and readability .

Commented [SR19]: Reduced to level 2 (but may be elevated and limited to malicious postings

TRESPASSING; VANDALISM OR CRIMINAL DAMAGE	
<i>Definitions</i>	
Criminal damage: 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.	
Example: Substantial destruction of copy machines, vehicles, science or computer equipment.	
<i>Violation</i>	<i>Action Level</i>
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
<p>Vandalism of Personal and/or School Property Destroying or defacing personal or school property.</p> <p>Examples of Vandalism: destroying school computer records, carving initials or words in desk top, spray painting or painting on walls, damaging vehicles, <u>breaking windows.</u></p> <p><i>*Principals/assistant principals shall consider restitution as a restorative act, and may use exclusionary discipline on a first offense in cases that pose a threat to school safety (up to and including a three-day suspension). Examples: disabling fire alarm</i></p>	3

Commented [SR20]: Revised to encourage restitution, and to clarify that exclusionary discipline may be used in cases involving a threat to safety

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

Commented [SR21]: Eliminated, this is a Level 4 below “Harassment, Sexual with Contact”

ARSON	
<i>Definitions</i>	
Structure: a building or place with sides and a floor used for lodging, business, <u>education</u> , transportation, recreation, or storage Occupied structure: any structure in which one or more persons is, or is likely to be present, or is so near as to be in equivalent danger at the outset of the fire or explosion. This includes any dwelling house, whether occupied or not. Property: anything other than a structure that is owned and has value of any kind (e.g., a backpack, school book, clothing, etc.). Damage: as used here, means a tangible or visible impairment to a surface. Reckless Burning: recklessly causing a fire or explosion resulting in damage to a structure, wild land, or property.	
<i>Violation</i>	<i>Action Level</i>
Arson of a Structure or Property 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>	4
Arson of an Occupied Structure Knowingly and unlawfully damaging an occupied structure by knowingly causing a fire or explosion.	5 Mandatory report to law enforcement and Fire Dept.
<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>	

HARASSMENT AND THREAT, INTIMIDATION	
<i>Violation</i>	<i>Action Level</i>
<p>Threat or Intimidation</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>	<u>3</u>
<p>Bullying</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, <u>or when such act(s) interfere with the authority of the school system to maintain order.</u> 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). <u>Knowingly submitting a false report of bullying shall subject the student to discipline.</u></p>	3
<p>Harassment, nonsexual</p> <ol style="list-style-type: none"> 1. Anonymously or otherwise communicates or causes a communication with another person by verbal, electronic, mechanical, telegraphic, telephonic or written means in a manner that harasses. 2. Repeatedly commits an act or acts that harass another person. 3. Surveils or causes another person to surveil a person for no legitimate purpose. 4. On more than one occasion makes a false report to a law enforcement, credit or social service agency. 5. Stalking-Following another person in or about a public place for no legitimate purpose after being asked to desist. <p><i>NOTE: Bullying and Sexual Harassment are types of Harassment. Indicate Harassment, nonsexual if the violation is not specifically Bullying or Sexual Harassment, or if the specific type of harassment is not known.</i></p>	3
<p>Hazing</p> <p>Committing an act against another student, in which <u>both</u> of the following apply:</p> <ol style="list-style-type: none"> 1. The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization (athletic team, association, club or other similar group that is affiliated with the school and whose membership consists primarily of students enrolled at the school that is affiliated with an educational institution) affiliated with an educational institution. 2. The act contributes a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation. <p>*Principals/assistant principals <u>may</u> treat incidents of hazing at a Level 4 in consultation with the <u>Student Relations Department Discipline Review Team.</u></p>	3

Commented [SR22]: Revised to align with Policy JICK "Bullying and Harassment" to clarify that bullying includes acts that may not result in actual abuse or property attacks.

Commented [SR23]: Revised to align with Policy JICK "Bullying and Harassment"

SCHOOL THREAT OR INTERFERENCE	
<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>
Fire Alarm Misuse Intentionally ringing fire alarm when there is no fire, <u>or misuse of a fire extinguisher.</u>	4
Other School Threat (Verbal) Making a verbal School Threat.	4
Bomb Threat Threatening to cause harm by using or threatening to use a bomb, or arson-causing device.	5 Expulsion required by law
Chemical or Biological Threat Threatening to cause harm using dangerous chemicals or biological agents.	
Other School Threat	
Making a School Threat that might reasonably lead to the evacuation or closure of a school property or to the postponement, cancellation, or suspension of any class or other school activity (though actual evacuation, closure, postponement, cancellation or suspension is not required).	

Commented [SR24]: Added based on stakeholder feedback.

THEFT

<i>Violation</i>	<i>Action Level</i>
Petty Theft Stealing cash, or property, valued under \$100.	<u>2</u>
Theft – School Property or Non-School Property 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.	3
Burglary or Breaking and Entering Entering or remaining unlawfully in or on the personal property of another, a classroom, a residential structure or yard or a nonresidential structure or in a fenced commercial property with the intent to commit any theft or any felony therein.	4
Extortion 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.	4
Robbery Taking any property of another from their person or immediate presence and against their will; threatens or uses force against any person with intent either to coerce surrender of property or to prevent resistance to such person taking or retaining property.	4
Armed Robbery Committing robbery (see definition above) such person or an accomplice: (1) Is armed with a deadly weapon or a simulated deadly weapon; or (2) Uses or threatens to use a deadly weapon or dangerous instrument or a simulated deadly weapon.	5 Mandatory report to law enforcement
Burglary (First Degree) Entering or remaining unlawfully in or on a residential structure or yard or a nonresidential structure or in a fenced commercial 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)

<i>See Policy JICI for more details on Weapons in School</i>	
<i>Violation</i>	<i>Action Level</i>
<p>Dangerous Items</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>Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.</p>	3
<p>Simulated Firearm</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>If the simulated firearm is used to threaten or intimidate, the violation will be considered a level 4.</p>	3
<p>Other Weapons</p> <p>Possessing a billy club, brass knuckles, knife with a blade length of at least 2.5 inches, nunchakus, taser or stun gun.</p> <p>Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used the item is readily capable of causing death or serious physical injury.</p>	4
<p>Firearms</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 principal/assistant principal.</p> <p>“Firearm” means any loaded or unloaded handgun, pistol, revolver, rifle, shotgun or other weapon that will expel, is designed to expel or may readily be converted to expel a projectile by the action of an explosive. Firearm does not include a firearm in permanently inoperable condition.</p> <p>“Other Firearms” –Firearms other than handguns, rifles or shotguns including:–any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; Any firearm muffler or firearm silencer; Any destructive device, which includes: Any explosive, incendiary, or poison gas; Bomb; Grenade; Rocket having a propellant charge of more than four ounces; Missile having an explosive or incendiary charge of more than one-quarter ounce, Mine or similar device. Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter. Any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled. ()</p> <p><i>NOTE: This definition does not apply to items such as toy guns, colorful plastic water guns, cap guns, bb guns, and pellet guns)</i></p>	<p>5</p> <p>Expulsion required by law</p> <p>Mandatory report to law enforcement</p>

Commented [SR25]: Revised to move taser from Dangerous Items to Other Weapons

GOVERNING BOARD POLICIES

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

POLICY TITLE	POLICY CODE	POLICY TITLE	POLICY CODE
STUDENT ABSENCES AND EXCUSES	JH	REPORTING CHILD ABUSE / CHILD PROTECTION	JLF
STUDENT ATTENDANCE	JE	RIGHTS AND RESPONSIBILITIES	JI
BEHAVIOR MANAGEMENT AND STUDENT DISCIPLINE	JKA	STUDENT INTERVIEWS, SEARCHES, AND ARRESTS	JIH
BUSES / TRANSPORTATION	EEA & EEAE	SCHOOL VIOLENCE, BULLYING, HARASSMENT, INTIMIDATION	JICK
CARE OF SCHOOL PROPERTY BY STUDENTS	JICB	SEXUAL HARASSMENT	ACA
CELL PHONES AND OTHER ELECTRONIC DEVICES	JICJ	STUDENT DISCIPLINE	JK
DRUG AND ALCOHOL USE BY STUDENTS	JICH	STUDENT DRESS	JICA
EQUAL EDUCATIONAL OPPORTUNITY AND ANTI-HARASSMENT	JB	STUDENT FUNDRAISING ACTIVITIES	JJE
EXTRACURRICULAR ACTIVITY ELIGIBILITY	JJJ	TECHNOLOGY RESOURCES	IJNDB
HAZING	JICFA	TOBACCO USE BY STUDENTS	JICG
NON-DISCRIMINATION & IMMIGRATION ANTI-DISCRIMINATION	AC & ACB	TRUANCY	JHB
PUBLIC CONDUCT ON SCHOOL PROPERTY	KFA	WEAPONS IN SCHOOL	JICI

BUS RULES

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

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

<i>Rules</i>	<i>Safety Precautions</i>
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/guardian
Remain seated; keep hands, feet, and head inside bus	
Keep unauthorized materials and substances off bus	Discuss what to do if the bus is late in the morning or no one is home in the afternoon
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	

REGULATIONS RELATED TO DUE PROCESS (SUSPENSION/EXPULSION)

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

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

DUE PROCESS FOR STUDENTS WITH AN IEP OR 504 PLAN

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

Students with disabilities under Section 504 or IDEA (and students suspected of having a disability) may be disciplined in the same manner as any other student and may be suspended for up to 10 cumulative days of school per school year. If a suspension beyond 10 cumulative days is contemplated, special procedures must be followed. A manifestation determination conference must be held by the 10th day of suspension, but should happen as soon as possible based on parent/guardian/staff availability.

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

ARIZONA REVISED STATUTES

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

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

STATUTE SUBJECT	STATUTE REFERENCE
ABSENCE FROM SCHOOL; NOTIFICATION OF PARENT OR GUARDIAN	A.R.S. § 15-807
BULLYING, HARASSMENT, INTIMIDATION	A.R.S. § 15-341(36)(a-j)
CLASSROOM DISRUPTION	A.R.S. § 15-841
INTERFERENCE WITH OR DISRUPTION OF AN EDUCATIONAL INSTITUTION	A.R.S. § 13-2911
LOITERING (IN OR ABOUT A SCHOOL)	A.R.S. § 13-2905(A)(4)
SCHOOL DAY	A.R.S. § 15-901
DISCIPLINE; SUSPENSION; EXPULSION	A.R.S. § 15-843 and 15-841 through 15-844
ABUSE OF A TEACHER OR SCHOOL EMPLOYEE IN SCHOOL	A.R.S. § 15-507

Rights and Responsibilities

<i>STUDENT RIGHTS</i>	<i>STUDENT RESPONSIBILITIES</i>
<ul style="list-style-type: none"> • Learn in a safe, clean, orderly and positive climate that is unbiased, nonjudgmental, and free from prejudice, discrimination, verbal or physical threats and abuse. • Receive appropriate accommodations to meet individual needs. (as supported by documentation) • Be treated with respect and in a fair and equitable manner by teachers and administrators. • Due process of law. • Have school rules that are enforced in a consistent, fair and reasonable manner. • Be free from retaliation, from fear of retaliation, and from sex discrimination and sexual harassment at school, including dating abuse. • Have teachers and administrators who will follow all District policies related to known allegations of discrimination, harassment, hazing, bullying, and incidents that require mandatory reporting. Such known allegations/incidents must be reported to school 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. 	<ul style="list-style-type: none"> • 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.

<i>PARENT & GUARDIAN RIGHTS</i>	<i>PARENT & GUARDIANS RESPONSIBILITIES</i>
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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/or resolve student discipline problems. • Provide supervision of the student's health, physical and emotional well being, and assume responsibility for the student's timely regular attendance. • Promptly provide the school with explanations for student absences or tardiness. • Ensure student compliance with school and district policies and regulations. • Read and ask questions to understand the information in this Code. • Reinforce the importance of students' adherence to values and behaviors described in this Code.

Annual Notifications

<p>ANNUAL NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)</p> <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>(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)</p> <ol style="list-style-type: none"> 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. <p>(2) Receive notice and an opportunity to opt a student out of –</p> <ol style="list-style-type: none"> 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. <p>(3) Inspect, upon request and before administration or use –</p> <ol style="list-style-type: none"> 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. <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"> •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. <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>TUSD ANNUAL NOTIFICATION OF PRIVACY RIGHTS OF PARENTS AND STUDENTS</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>(1) The right to inspect and review the student’s education records within 45 days from the day TUSD receives a request.</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>(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.</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>(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.</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>(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.</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

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.

2019-2020 STUDENT CODE OF CONDUCT JUNE 25, 2018

DAN BAILEY DIRECTOR, STUDENT RELATIONS

SAMUEL BROWN LEGAL COUNSEL

POSITIVE INTERVENTION CENTERS (PICS)

Page 6

- ~~CURRENT: "PICs are available at most middle schools, high schools, and large K-8 schools"~~
- PROPOSED: "A PIC can be an ISI room (MS and HS), a buddy teacher's classroom (K5 and K8), or a counselor's or social worker's office space."

Purpose: to clarify that a PIC is not limited to a location (like an ISI Room), but can exist in other settings such as a buddy-classroom in lower grades or a counselor/social worker's office.

DOUBLE ELEVATIONS

Page 10

- **PROPOSED:** A consequence may be elevated again after two repeated violations in a school year (where it is clear that attempted, varied, and documented interventions have not worked to change the student's behavior) or to protect campus safety.

Purpose: added to provide flexibility to elevate a second time after five violations

DOUBLE ELEVATIONS FOR CHRONIC ABSENTEEISM

Page 10

- **PROPOSED:** "After five repeated violations in a school year of "leaving schools grounds without permission" or "unexcused absence," the district may reassign a student to an alternative educational setting (extended-learning program on-site, project MORE, etc.) After assessing the student's circumstances to determine the most-appropriate educational placement in conjunction with the parent or guardian.

Purpose: to provide flexibility in addressing chronic absenteeism; added "educational" to clarify the placement is being made for educational rather than disciplinary reasons

ENDANGERMENT

PAGE 10

- CURRENT: “Recklessly putting self or another person at substantial risk of imminent death or serious injury.” (changed in draft to remove the word “recklessly”)
- PROPOSED: re-insert the word “recklessly”

Purpose: to prevent the administration of discipline for entirely unintentional, accidental behavior.

DEFIANCE / DISRESPECT

PAGE 13

- PROPOSED: Pursuant to the requirements set out in guideline #4, above, a principal/assistant principal **may, but is not required to**, elevate a student engaging in defiance/disrespect towards a staff member as a level 3 consequence where the circumstances demonstrate a lack of respect towards authority (rather than just the use of a curse word or words).

Purpose: to align with “Inappropriate Language” to apply to defiance/disrespect towards authority in instances that do not involve “swearing”

TELECOMMUNICATION DEVICE

PAGE 14

- PROPOSED: NOTE: may be elevated to a level 3 violation **if it involves an intention to cause harm to another person.** ~~but cannot result in out of school suspension.~~

Purpose: to permit elevations (including suspension) for instances involving an intention to cause harm to another person (for example, public social media posts intended to cause reputational, mental, emotional, or social harm to a person or person)

Removed “malicious” (which would have had to be defined) and replaced it with the definition of malicious for greater clarity and readability

VANDALISM

PAGE 14

- PROPOSED: Re-insert “**carving words on a desktop**” (previously moved to Graffiti)
- PROPOSED: ***Principals/assistant principals shall consider restitution as a restorative act, and may use exclusionary discipline on a first offense in cases that pose a threat to school safety (up to and including a three-day suspension). Examples: disabling fire alarm.**

Purpose: to encourage restitution, and to clarify that exclusionary discipline may be used in cases involving a threat to safety, like disabling a fire alarm

BULLYING

PAGE 16

- PROPOSED: Intimidating students by the real or threatened infliction of repeated physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another, or when such act(s) interfere with the authority of the school system to maintain order.

Purpose: to align with Policy JICK "Bullying and Harassment" to clarify that bullying includes acts that may not result in actual abuse or property attacks.

BULLYING

PAGE 16

- PROPOSED: Knowingly submitting a false report of bullying shall subject the student to discipline.

Purpose: to align with Policy JICK "Bullying and Harassment"