

Performance Impact Analysis:

JK Policies 2026-2027

I. Proposed Action: Changes to Policies JK

REVISION 1. *Change the language in policy for discipline communication to include an email option.*

Current Description: *A copy must be sent to the parent no later than the first day of the suspension, either through hand delivery or first-class mail.*

Replace with Proposed Verbiage: *A copy must be sent to the parent no later than the first day of the suspension, either through hand delivery, first-class mail, or email with a delivery receipt.*

REVISION 2. Whether granting or denying the appeal, the Regional Assistant Superintendent may also determine that the suspension will be removed from the student's official record at the end of the school year, if no further disciplinary action has been taken against the student.

- This option is only available for a student who has no prior disciplinary incidents in the current school year, and who has not previously been offered this option while at TUSD.
- In considering whether to offer this option, the Regional Assistant Superintendent shall consider the student's disciplinary history, their academic history, their attendance history, and any prior interventions the school has implemented to support the student.
- While the suspension may be removed from the record at the end of the school year, documentation of the incident will remain in the student's cumulative record folder.

REVISION 3: Upon completion of a long-term suspension and on the day the student returns to school, an administrator or designee must meet with the student to discuss school expectations and the supports that will be in place to assist the student's return to school. The student's parent shall be invited to participate in this meeting, if they choose.

REVISION 4: Homework shall be made available by the student's teachers through the end of the grading period. Teachers will only provide new assignment packets if previous packets have been completed and returned. However, because of the difficulty in students keeping up with the class work through homework alone, without the benefit of instruction, students serving long-term suspensions of 20 days or more will be offered support through a TUSD alternative education program, such as the District Alternative Education Program.

II. Issues

Stakeholders have asked the District Behavior Management Committee to revisit certain violation areas for potential revisions. Many of the proposed revisions were to for the code of conduct but rather for the JK policies. The JK policies for students had not been updated since 2016. It was time to update language to match what the committee determined to be best practice. These included:

- Utilizing email for parent communication versus physical mail one puts in a mailbox.
- Allowing regional superintendents as part of their appeal process to remove a suspension violation from a student's record with certain criteria met at the end of every school year; therefor allowing students to work to clear their record of the violation.
- Giving parents the flexibility to come in to meet with administrators upon their child's return from suspension or not if they have work. Parents are buy and requiring an additional meeting should be flexible with the parents and administration.
- Ensuring that students have access to resources when they are on suspension to complete work and also could make up their work through the end of any grading period.

III. Objectives

- A. Objective:** Make communication more efficient for families by utilizing email versus sending a physical copy of discipline records in the mail.

Why: It is critical for parent communication that they receive their hearing decision letters and disciplinary action forms in a timely manner and if the parent is not available to come in then email is the next best thing to give parents critical documents.

Measurement: This will be measured in emailed documentation as in delivery receipts to families when necessary, document need to be sent.

- B. Objective:** To ensure that during the appeal process regional superintendents have the option to remove suspensions after a year of no discipline violations.

Why: This will motivate students to follow the code of conduct and support students in having a record that reflects less suspensions.

Measurement: Suspension data will be used to assess recidivism rates for students where this policy tool is utilized.

- C. **Objective:** Provide parents with the flexibility to attend an intake conference at the of the suspension versus being required to attend.

Why: Parent and administrative stakeholders have requested flexibility to attend intake meetings after a suspension, particularly after a short term suspension.

Measurement: Parent feedback with administrators and recidivism rates measured by Synergy.

- D. **Objective:** Ensure that students have accessible opportunities to complete work during suspension.

Why: Because students are still enrolled with the school while on suspension, we are obligated to ensure we provide the students with all schoolwork so that they do not return so behind they won't pass their classes.

Measurement: School sites will measure success by assessing the suspended student's grades at the end of each grading cycle.

IV. **USP Program Background**

Section VI. A of the Unitary Status Plan, entered by the Court in 2013, called upon the district to create an inclusive and supportive environment in its schools, keep students in classroom settings as often as practicable, and reduce discipline disparities by race/ethnicity. Much of the district's student disciplinary policy and practice is represented in our JK district policies.

In Fall of SY2022, a District Behavior Management Committee was formed to start an official process to improve the Code of Conduct and behavior management systems based on stakeholder input, which would include surveys and public forums. This process included the voices of 9,647 stakeholders. As a result of this process, revisions to the JK policies were brought to the district behavior management committee in school year 2025-2026 for approval. Those policy recommendations were reviewed by the Superintendent's leadership team and also approved.

V. **Impact Analysis: Impact on Protected Classes.**

A. **Impact on Effectiveness of USP Program or Activity**

The anticipated impact of the revisions to the JK policies should be positive in supporting parent communication and participation, ensuring all students have access to schoolwork when home on suspension, and providing student with the ability to have a suspension removed if they follow the district policies and code of conduct.

B. Impact on Other District Programs or Obligations under the USP

1. **Compliance:** Revisions in the JK policies will continue to comply with USP requirements.
2. **Student Assignment:** No impact is anticipated.
3. **Transportation:** No impact is anticipated.
4. **Admin/Certified Staff:** The recommended revisions should positively impact retention and recruitment because specific revisions specifically support a respectful school climate for staff and students. If the impression of future TUSD Educators is that we promote a safe and supportive learning environment for teachers and students, it can be easier to recruit staff as well.
5. **Quality of Education:** The revisions in the Code of Conduct should positively impact students' quality of education. Consistent and clear protocols, procedures, and actions that address student behavior provide a more safe and academically focused learning environment. When students feel safe on their campus, achievement improves.
6. **Discipline:** These revisions will potentially decrease suspension on student records through the additional language in the appeal section which positively impacts a school culture that focuses on respect and safety.
7. **Family and Community Engagement:** These revisions provide clarity and flexibility to families concerning disciplinary processes.
8. **Extracurricular Activities:** No impact is anticipated.
9. **Facilities and Technology:** No impact is anticipated.
10. **Accountability and Transparency:** No impact is anticipated

C. Data Sources

- Stakeholder feedback.

D. Assumptions.

The assumption underlying the revision recommendations for the JK policies are:

- Clear and accessible opportunities for parents will create more productive suspension experiences.
- Accessible school work will create more productive suspension experiences.
- Having the option to request a suspension be removed if specific criteria is met will create more productive suspension experiences.

E. Research Based Sources

Code of Conduct Link: [Code of Conduct](#)

These articles provided the department of student relations with information that could be shared with stakeholders. Many of the articles provided strategies that could be utilized in framing discipline practices and equity for all students.

[The Impact of Codes of Conducts on Stakeholders by Wayne R. Newman](#)

[Educational Equity Definition — National Equity Project](#)

[9 Ways to Promote Equity in K-12 Schools | Edutopia](#)

[OECD | Equity in Education: The foundation for a more resilient future](#)

<https://scholarsbank.uoregon.edu/xmlui/handle/1794/25366>

<https://journals.sagepub.com/doi/abs/10.3102/0002831214541670>

<https://escholarship.org/content/qt7hm2456z/qt7hm2456z.pdf>

VI. Conclusion

This set of revisions focus on the JK Policies practices in a space of collaboration with regional superintendents via our new proposed guidelines, ensuring we are supporting students throughout the suspension process, while accommodating parents in the most positive and efficient ways to communicate.

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