

# **Tucson Unified School District**

## **2016-17 Code of Conduct**

DRAFT

**This Code of Conduct was written by a diverse group of Tucson Unified School District stakeholders, including parents, students, teachers, administrators, school support staff, and other community members. It was informed by the perspective of nearly 150 other district employees and community members that participated in school discipline focus groups. It represents a collective, community-wide perspective on how school discipline should be handled in our schools.**

## **PART 1: INTRODUCTION**

Welcome to Tucson Unified School District, where every student has the right to a high-quality education that includes a full and equal opportunity to:

- Develop their mind, personality, and talents;
- Fulfill their potential;
- Achieve their goals;
- Improve the quality of their lives; and
- Graduate from high school prepared for college, living-wage employment, and thoughtful and responsible citizenship.

Tucson Unified School District is committed to providing these opportunities for every single student who attends one of our schools. As part of this commitment, we must ensure that every school has a safe, positive, and supportive school climate in which students and educators can thrive. The foundation of this effort is the expectation that district employees will: (1) ensure that students are engaged and challenged by well-rounded, culturally-relevant instruction; (2) prioritize the development of strong relationships with every student; (3) be aware of, and responsive to, the full array of students' academic, social, emotional, and physical needs, including the impact of crises, trauma, and other challenges our students face at home and in the community; (4) commit to ongoing teaching and reinforcement of positive student behaviors; (5) focus on the prevention of negative student behaviors through effective classroom management and campus management strategies; and (6) model the appropriate behaviors we want students to emulate.

Similarly, we ask that parents and guardians take responsibility for supporting students in following the **Six Bs**: (1) **Be** present; (2) **Be** on time; (3) **Be** prepared; (4) **Be** kind; (5) **Believe** in yourself; and (6) **Do** your **Best**.

These commitments, from every member of the school community, are the essential building blocks of the high-quality learning environments we must create for our students.

Additionally, our commitment to our students demands that we use developmentally appropriate disciplinary methods that are applied fairly and equitably. Research shows that the frequent use of harsh school disciplinary measures such as out-of-school suspensions, expulsions, and arrests or referrals to the juvenile justice system fails to create safer schools or promote school success. Instead, it causes severe, long-term harm to students, families, and the entire community while creating unhealthy school environments in which it is more difficult for students to learn and for educators to teach. Therefore, we are committed to using such measures only when they are necessary to protect school safety.

As outlined in the sections below, all of our disciplinary methods are targeted at promoting the success of every one of our students and supporting the creation of healthy, safe, and productive learning environments that will benefit all members of the school community. This will require a

collaborative effort among students, parents/guardians, and all Tucson Unified School District employees. By working together as a community, we can create the excellent and equitable schools that will strengthen our city and provide each of our students with the education they deserve.

## **PART 2: THE SCHOOL DISCIPLINARY PROCESS**

Our commitment to meeting the needs of all Tucson Unified School District students requires that we have high expectations for every member of the school community. That includes having high behavioral expectations. Thus, our school disciplinary process is guided by the following standard:

*In Tucson Unified School District, every student, parent/guardian, teacher, administrator, and school staff person is expected to:*

- 1. Treat all members of the school community with respect.*
- 2. Conduct themselves in a responsible manner that does not interfere with any student's right to learn and does not jeopardize the safety or well-being of any member of the school community.*
- 3. Respect the property of others, and of the school.*

Each school principal has the responsibility to ensure that every member of the school community understands these expectations and is supported in meeting them. School principals may also adopt additional rules or behavioral expectations that are consistent with the approach of this policy.

If, as part of the learning process, students fall short of meeting behavioral expectations or violate school rules,<sup>1</sup> it is each school's responsibility to use the disciplinary process to help them learn the skills needed to become successful and responsible students and adults. Following such misbehavior, school personnel shall investigate the circumstances and gather facts as necessary to determine the appropriate response. Students shall always be allowed to respond and provide their perspective on the incident.

If it is determined that one or more disciplinary responses are needed, schools may choose from among the options in Table One below (exceptions for persistent misconduct or behaviors that create a continuing threat to school safety are discussed on pages [X] below).

Disciplinary responses should always meet the following criteria:

- They should be designed to address the root cause of the student's behavior, which may include academic difficulties; unmet social, emotional, or physical needs; challenges at home or in the community; or inter-personal conflicts with other students or school staff, among others.
- They should address the needs of the student who engaged in the misconduct, the needs of those who were affected by the misconduct, and the needs of the overall school community.

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<sup>1</sup> School behavioral expectations and rules are applicable during regular school hours, while students are being transported on the school bus, and at times and places where appropriate school administrators have jurisdiction over students, including, but not necessarily limited to school-sponsored events, field trips, athletic functions, going to and from school, and other activities. Additionally, school principals are authorized to use the disciplinary responses described in Table One when a student's misconduct away from school (including on social media) has a detrimental effect on other students or on the learning environment.

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- They should be structured to maximize productive teaching and learning time and minimize the amount of time that students are removed from their classrooms.
- They should include meaningful instruction and guidance to assist students in taking responsibility for their actions, learning from their mistakes, and becoming successful learners and positive contributors to the school community.
- They should be reasonable, age-appropriate, and applied equitably.

<b>Table One</b> <b>Disciplinary Responses</b> (Note: Not all of the items listed below will be available at every school.)		
<p style="text-align: center;"><b>Level A:</b> Classroom Responses (Note: they may also be used by other school personnel in response to behaviors outside of the classroom on school campuses)</p>	<ul style="list-style-type: none"> <li>* Reminders of rules and expectations</li> <li>* Re-direction of behavior</li> <li>* Teaching or re-teaching of expectations and skills or replacement behaviors</li> <li>* Teacher/student conference</li> <li>* Restorative dialogue</li> <li>* Written or verbal apology</li> <li>* Reflective essay or other reflective activity</li> <li>* Independent study</li> <li>* Role-play</li> <li>* In-class, impromptu restorative circle</li> <li>* Modification of instruction</li> <li>* In-class “cool down”</li> <li>* Structured breaks</li> <li>* Parent/guardian outreach</li> </ul>	<ul style="list-style-type: none"> <li>* Check-in/check-out</li> <li>* Morning meetings</li> <li>* Seat change</li> <li>* Self-charting of behaviors</li> <li>* Daily report card on behavior, task completion, and achievement</li> <li>* Student/teacher/parent conference</li> <li>* Team building exercises</li> <li>* Group or classroom restorative circles</li> <li>* Victim-offender dialogue</li> <li>* Teacher mentor</li> <li>* Referral to support staff (e.g., guidance counselor, social worker, psychologist, or nurse)</li> <li>* Other similar, non-exclusionary responses, as needed</li> </ul>
<p style="text-align: center;"><b>Level B:</b> School Support Staff (e.g., Counselors, Psychologists, Social Workers, Student Equity Success Specialists, Special Education Case Managers, Multi-Tiered System of Supports (MTSS) Teams) Responses</p>	<ul style="list-style-type: none"> <li>* Any of the responses listed above</li> <li>* Parent shadowing</li> <li>* Student/teacher/support staff/parent conference</li> <li>* Out-of-classroom “cool down” (no more than one hour)</li> <li>* Loss of privileges (e.g., exclusion from group lunch or extra activities)</li> <li>* Mini-course/training (e.g., conflict resolution, anger management, social skills, or appropriate behavior)</li> <li>* Adult/student lunches</li> <li>* Mediation (including peer mediation)</li> <li>* Short-term behavioral progress reports</li> <li>* Behavioral or academic coaching</li> <li>* Referral to afterschool program</li> <li>* Anger management group or training</li> </ul>	<ul style="list-style-type: none"> <li>* Mentoring (with peers, community members, or other school staff)</li> <li>* Functional Behavioral Assessment/Behavioral Intervention Plan</li> <li>* Home visit</li> <li>* Referral to community-based services</li> <li>* Substance abuse harm reduction program, education, or counseling (in-house or outside referral)</li> <li>* Modification of IEP or 504 plan (if applicable)</li> <li>* Restorative community service (not to include manual labor)</li> <li>* Life Skills training</li> <li>* Teen court/peer jury</li> <li>* Other similar, non-exclusionary responses, as needed</li> </ul>

<p>Level C: School Administrator Responses</p>	<ul style="list-style-type: none"> <li>* Any of the responses listed above</li> <li>* Student/administrator or student/administrator/parent conference</li> <li>* In-school suspension or In-School Intervention (ISI)</li> <li>* Family/community restorative conference</li> <li>* Restitution</li> <li>* Abeyance contract (not to include out-of-school suspensions, alternative education placements, expulsions, or referrals to law enforcement as a consequence)</li> </ul>	<ul style="list-style-type: none"> <li>* Change in schedule/class (including per Article 14 of the Consensus Agreement with TEA)</li> <li>* Detention (before/after school; lunch)</li> <li>* Saturday School</li> <li>* Other similar, non-exclusionary responses, as needed</li> <li>* Out-of-school suspensions, alternative education placements, expulsions, and referrals to law enforcement (to be used only in accordance with the School Safety Protocol described on pgs. [X] below)</li> </ul>
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In making these decisions, priority should be given to addressing student misbehavior through Level A responses whenever possible. When behaviors cannot be adequately addressed through Level A responses, school support staff may be involved and may use Level B responses, or school administrators<sup>2</sup> may be involved and use Level C responses, as appropriate.

For example, if a student acts in a manner that is disrespectful toward a teacher, another student, or any other member of the school community, school personnel may choose to use a disciplinary response (or responses) from Levels A, B, or C, depending upon the severity of the incident and the surrounding context, such as the developmental level of the student, the root causes of the incident, whether the incident is part of a pattern of behavior, and whether the student is willing to take responsibility for, and repair the harm caused by, the incident. The emphasis should be on addressing the incident promptly and appropriately, and ensuring that all affected persons are supported as necessary to create the high-quality learning environments needed in schools.

When student behavior has caused, or contributed to, an emotional, violent, or potentially violent situation, the disciplinary response(s) chosen should prioritize a de-escalation of the conflict.

School personnel shall attempt to collaborate with students’ parents/guardians<sup>3</sup> in addressing all significant disciplinary concerns. Additionally, for all disciplinary incidents not resolved with a Level A response, school personnel shall promptly attempt to call the student’s parents/guardians to notify them of the student’s behavior and the disciplinary responses that were used. The student’s parents/guardians shall also be invited to discuss the relevant circumstances with the appropriate staff member and, if applicable, shall be invited to participate in the process of addressing the behavior. If the school’s initial attempts to contact the parents/guardians are unsuccessful, they shall still ensure that the parents/guardians are notified and invited to participate in the process, if applicable, through additional phone calls, email, or, as a last resort, a letter.

**Persistent Misconduct**

If, during the school disciplinary process, it is determined that: (a) a student has exhibited a consistent pattern of misbehavior; (b) the disciplinary responses used have failed to effectively address and correct the behavior; and (c) the behavior is creating a substantial disruption to the

<sup>2</sup> “School administrator,” when used in this policy, refers to principals, assistant principals, and deans of students.

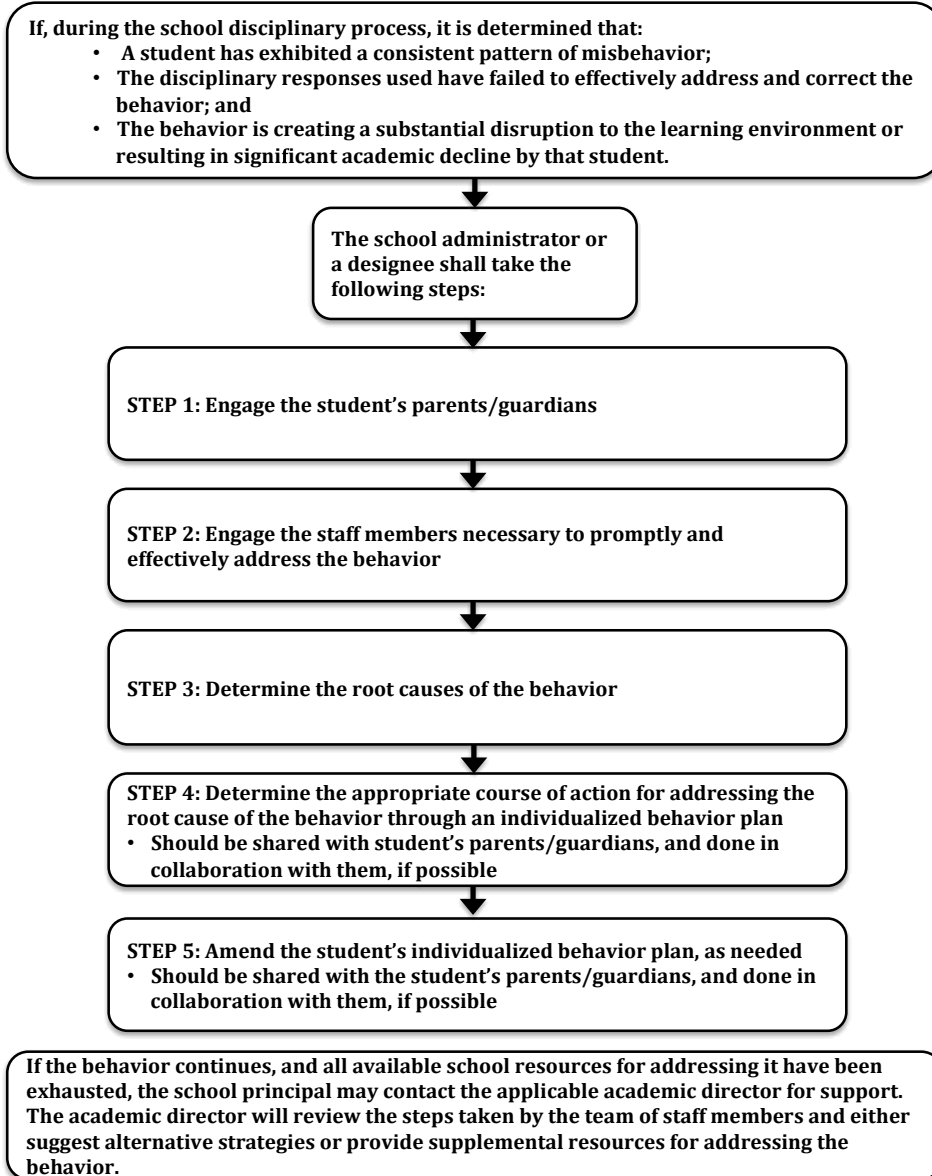
<sup>3</sup> Throughout this policy, the requirements affecting parents and guardians shall only apply when applicable, i.e., they shall not apply when a student does not have a legal guardian.

learning environment or resulting in significant academic decline by that student, the school administrator or their designee shall take the following steps:

1. Engage the student's parents/guardians.
  - a. Schools shall attempt to call the student's parents/guardians to notify them of the persistent misconduct promptly upon the three conditions listed above being met. The parents/guardians shall also be invited to participate in the process outlined below.
  - b. If the school's initial attempts to contact the parents/guardians are unsuccessful, they shall still ensure that the parents/guardians are notified and invited to participate in the process outlined below through additional phone calls, email, or, as a last resort, a letter.
2. Engage the staff members necessary to promptly and effectively address the behavior.
  - a. This may involve a combination of administrators, teachers, and support staff (e.g., counselors, psychologists, social workers, Student Equity Success Specialist, special education case managers, MTSS coordinators).
  - b. This role may be filled by each school's MTSS team.
3. Determine the root causes of the behavior.
  - a. The team of staff members shall conduct an analysis of the underlying causes of the student's behavior. They shall consider the full range of possible root causes, including academic difficulties; unmet social, emotional, or physical needs; challenges at home or in the community; or inter-personal conflicts with other students or school staff, among others.
  - b. This may involve completing a Functional Behavioral Assessment.
4. Determine the appropriate course of action for addressing the root cause of the behavior, in collaboration with the student's parents/guardians, if possible.
  - a. The team of staff members shall develop an individualized behavior plan for addressing the underlying causes of the behavior, meeting the student's needs, and supporting the student in becoming a successful learner and positive contributor to the school community. This may involve completing a Behavioral Intervention Plan.
  - b. This individualized behavior plan may include one or more disciplinary responses from Table One.
  - c. There shall be an emphasis on creating and implementing this plan in a timely fashion both for the student's benefit and to limit disruptions to the learning environment.
  - d. Out-of-school suspensions, expulsions, alternative education placements, and referrals to law enforcement shall not be used unless the student's behavior creates a continuing threat to school safety, in which case the School Safety Protocol (described below on pgs. [X]) shall be followed.
  - e. The team of staff members shall promptly share this plan with the student's parents/guardians through email, if available. If email is unavailable, a copy of the plan shall be mailed to the parents/guardians.
5. Amend the student's individualized behavior plan, as needed, in collaboration with the student's parents/guardians, if possible.
  - a. Schools shall adapt the strategies they are using in response to any changes in the student's needs or behaviors, using the full array of school and community resources available to them.
  - b. All changes shall be promptly shared with the student's parents/guardians through email, if available. If email is unavailable, a copy of the revised plan shall be mailed to the parents/guardians.

If, after these steps are taken, the behavior continues, and the team of staff members determines that all available school resources for addressing it have been exhausted, the school principal may contact the applicable academic director for support. The academic director will review the steps taken by the team of staff members and either suggest alternative, non-exclusionary strategies or provide supplemental resources for addressing the behavior, which may include more intensive in-school support services for students who have routinely caused extreme disruptions to the learning environment.

### Summary of Persistent Misconduct Process



#### **School Protocol**

The vast majority of disciplinary incidents should be addressed using the procedures described above. However, there may be rare instances in which student behavior creates a continuing threat to school safety, in which case school administrators have the responsibility to ensure the well-

#### **Safety**

being of every member of the school community.<sup>4</sup> In determining whether there is a continuing threat to school safety, school administrators shall apply the following principles:

- The continuing threat to school safety may be a generalized threat to other individuals within the school community or it may be a specific threat to one or more individuals.
- The analysis should be prospective (or forward-looking), not retrospective (or backward-looking). In other words, instead of determining whether a student should be suspended as a consequence for their behavior, school administrators should assess whether there is a risk to school safety posed by a student being allowed to stay on school campus.
  - Note that some student behaviors may threaten school safety in the moment but the student need not be removed from campus to ensure that there is no continuing threat to school safety. In such cases, out-of-school suspensions should not be used.
- The threat must not be overly speculative or distant. Instead, there must be a legitimate threat of imminent, physical harm to another member of the school community.
- Creating non-violent schools is critical to the promotion of student success, and thus violence of any sort will be swiftly addressed and an out-of-school suspension may be necessary to protect school safety. However, most fights, physical altercations, and interpersonal conflicts between students do not rise to the level of creating a continuing threat to school safety and are most effectively and appropriately de-escalated and/or resolved using other disciplinary responses from Table One.
- The use or possession of drugs or alcohol in school is clearly inconsistent with the creation of the healthy, safe, and productive learning environments that students need, and thus is strictly prohibited. Additionally, offenses involving the distribution of, or intent to distribute, drugs or alcohol within the school community represent an obvious continuing threat to school safety, and an out-of-school suspension may be necessary to protect school safety. However, offenses involving the use or possession of drugs or alcohol, when there is no evidence of distribution or intent to distribute, typically do not rise to the level of creating a continuing threat to school safety.<sup>5</sup> In those instances, once the drugs or alcohol are confiscated, the most effective strategies for addressing student needs and promoting drug and alcohol-free schools are included within the other disciplinary responses in Table One.

If, after making all reasonable efforts to de-escalate the situation (if applicable), investigating the circumstances, gathering the relevant facts, and hearing the student’s perspective on the incident, the school administrator determines that there is a continuing threat to school safety, the following protocol shall be followed:

1. The school administrator shall determine whether one or more of the disciplinary responses from Table One can effectively address the threat. For example, many such threats can be resolved through a student/administrator conference, parental outreach/engagement, out-of-classroom “cool down,” one of the restorative options, or In-School Intervention/in-school suspension.

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<sup>4</sup> The types of behaviors that may, depending on the circumstances, create a continuing threat to school safety that necessitates an out-of-school suspension include, but are not limited to, violence against another person, distributing or selling alcohol or drugs (including prescription medication), the possession or use of weapons, sexual assault, credible threats of harm or violence, and fire-setting or the use of explosives. Note that there shall never be a presumption that these, or any other, behaviors create a continuing threat to school safety that necessitates an out-of-school suspension. Instead, all such incidents shall result in school administrators following the School Safety Protocol outlined below.

<sup>5</sup> Even when a student under the influence of drugs or alcohol does pose a threat to school safety, the appropriate response is to refer that student to a parent/guardian, school nurse, or other staff member who can ensure the safety of that student and all other members of the school community until the effects of the drugs or alcohol have subsided, the safety threat has passed, and other disciplinary responses from Table One can be pursued.



2. If it is determined that the disciplinary responses described above are inadequate to effectively address the threat and that the student must be removed from the school environment to avoid a continuing threat to school safety, the administrator may issue an out-of-school suspension (see Board Policy JK-R1 for more information).
  - a. Schools are responsible for ensuring that any disciplinary consequences are in accordance with students' individualized education programs (IEPs), Behavior Intervention Plans, and 504 plans. Prior to a student with an IEP or 504 being suspended out-of-school, school administrators shall consult with the student's case manager, the school psychologist, or the Exceptional Education Department Chair. A student with an IEP or 504 plan is entitled to a manifestation determination review prior to being suspended out-of-school for more than 10 cumulative days in a school year (see Board Policy JK for more information).
  - b. Only in extraordinary circumstances shall a student in elementary-school grades be suspended out-of-school.<sup>6</sup>
  - c. Note that Article 14-4 of the Consensus Agreement with TEA may impose additional requirements under certain circumstances.
3. The out-of-school suspension must be limited in length to the greatest extent possible. For example, many continuing threats to school safety can be effectively addressed through one-day out-of-school suspensions, which often function as a "cooling-off" period.
  - a. One or more disciplinary responses from Table One may also be used in conjunction with the out-of-school suspension.
4. If the school administrator determines that an out-of-school suspension of longer than one day is necessary to address the safety threat, a plan must be developed for resolving the threat during the period of the student's suspension and limiting the exclusion of the student to the greatest extent possible. This plan, which shall be developed by the school administrator or a designee, must include strategies for addressing the root cause of the student's behavior, preventing future harm, restoring relationships, addressing the needs of any victims of the student's actions, and addressing the suspended student's ongoing social, emotional, and academic needs, including the successful re-engagement of the student in the school once they return from their suspension. The plan may include one or more of the disciplinary responses listed in Table One.
  - a. The creation of this plan may involve additional school personnel such as counselors, psychologists, social workers, Student Equity Success Specialists, special education case managers, and MTSS Teams.
5. Any out-of-school suspension longer than three days must first be approved by the academic director or a designee. The academic director will review the situation to determine if there are alternative strategies or supplemental resources that could effectively address the safety threat.
6. If the school administrator issues an out-of-school suspension, there must be a prompt attempt to notify the student's parents/guardians by phone. Additionally, within 24 hours of the out-of-school suspension being issued, a notice shall be emailed (if available) and mailed to parents that notifies them of the following: (a) the incident and any relevant circumstances around it; (b) why the incident created a continuing threat to school safety; (c) why an out-of-school suspension was necessary to protect school safety; (d) which, if any, other disciplinary responses were used to address the threat; (e) the components of

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<sup>6</sup> "Extraordinary circumstances" refers to the rare situations in which a student has committed a serious disciplinary violation – such as using, or attempting to use, a dangerous weapon, intentionally causing a serious injury to another member of the school community, distributing drugs or alcohol, or another offense of similar gravity – and there is no viable strategy for returning that student to the school without jeopardizing school safety. See footnote 8 for the definition of "serious physical injury."

the plan from Step #4 above; (f) the parents'/guardians' right to a conference with the principal; and (g) the parents'/guardians' right to appeal the out-of-school suspension. A copy of the notice shall also be provided to the district office.<sup>7</sup>

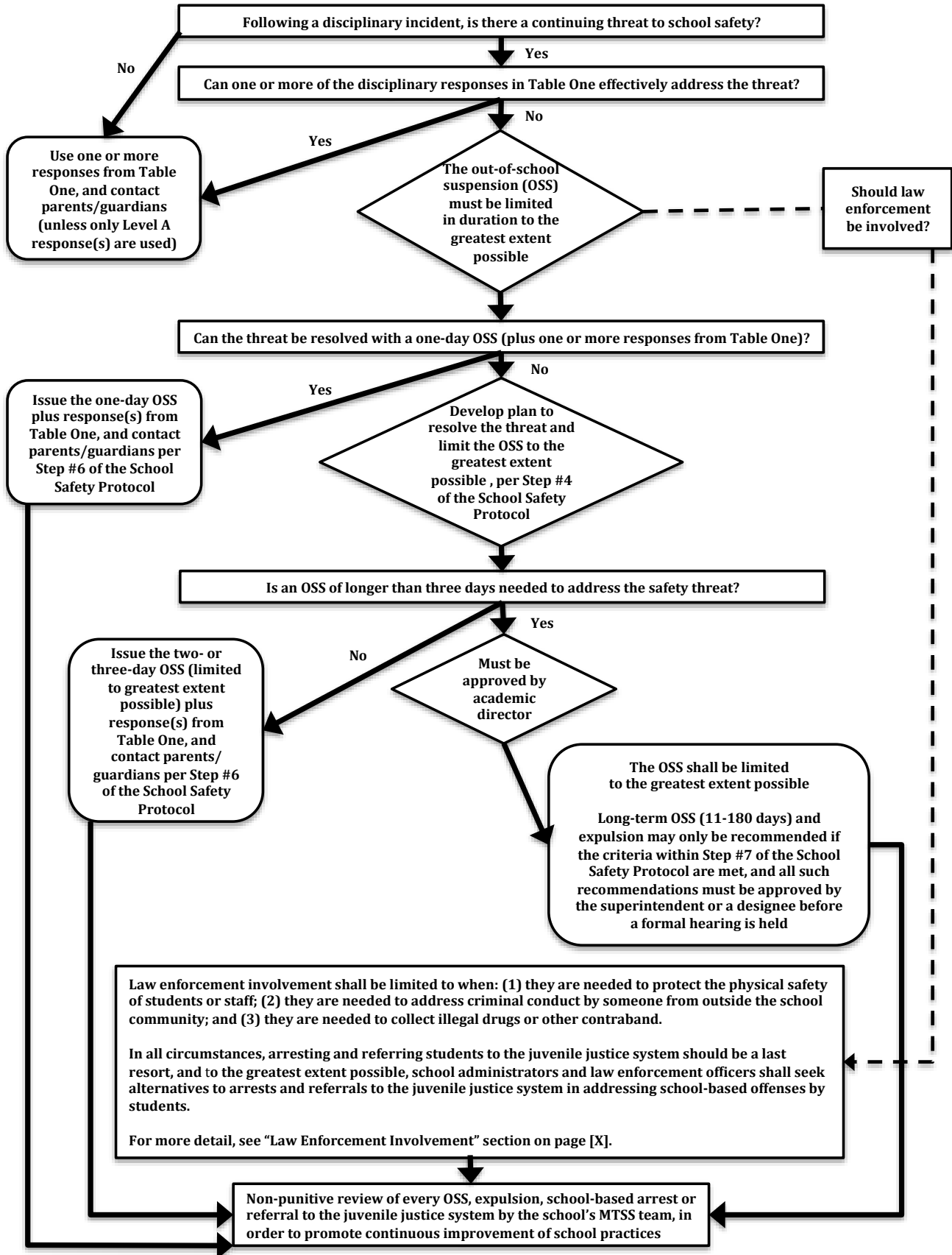
7. Long-term out-of-school suspensions (between 11 and 180 days) and expulsions are reserved for circumstances in which (a) the student has intentionally caused a serious physical injury to another member of the school community or intentionally placed another member of the school community at significant risk of serious physical injury;<sup>8</sup> and (b) there is no viable strategy for returning that student to the school within 10 days without jeopardizing school safety, or it is otherwise required by federal law. To make a recommendation for a long-term out-of-school suspension or expulsion, the school principal or designee must provide written documentation to the applicable academic director that includes the rationale for the recommended consequence, an explanation of why alternative strategies are inadequate to protect school safety, and the components of the plan from Step #4 above (unless the recommendation is for expulsion). The academic director will review the situation to determine if there are alternative strategies or supplemental resources that could effectively address the safety threat. All recommendations for long-term out-of-school suspensions or expulsions must be approved by the superintendent or a designee before a formal hearing is held. In all circumstances, student exclusion shall be limited in duration to the greatest extent possible.
  - a. See Board Policies JK-R2 and JK-R3 for more information.
  - b. Note that students with IEPs are entitled to receive educational services during long-term suspensions or expulsions.
8. To promote the continuous improvement of school practices, every out-of-school suspension, expulsion, school-based arrest or referral to the juvenile justice system will be subsequently reviewed by the school's MTSS team, in collaboration with any other relevant school personnel. The goals of these reviews will be to investigate the root causes of the disciplinary incidents and determine whether they and the resulting consequences could have been prevented or mitigated through alternative practices beforehand. These reviews shall be non-punitive.

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<sup>7</sup> "District office," when used throughout this policy, refers to the district's central administrative office at 1010 E. 10<sup>th</sup> Street.

<sup>8</sup> "Serious physical injury" is more than a minor or superficial injury. It is defined by statute as including "physical injury that creates a reasonable risk of death, or that causes serious and permanent disfigurement, serious impairment of health or loss or protracted impairment of the function of any bodily organ or limb." Placing another member of the school community "at significant risk of serious physical injury" is not to include fights between students unless the student uses weapons other than the parts of their body (e.g., hands, feet, elbows, knees, etc.).

### Summary of School Safety Protocol



### ***Law Enforcement Involvement***

Law enforcement involvement in school disciplinary incidents shall be limited to the following circumstances: (1) when they are needed to protect the physical safety of students or staff; (2) when they are needed to address criminal conduct by someone from outside the school community; and (3) when they are needed to collect illegal drugs or other contraband that has been confiscated by an administrator or school employee. Law enforcement involvement shall not be requested in a situation that can be safely and appropriately handled by school staff.

In all circumstances, it is the position of the Tucson Unified School District that arresting and referring students to the juvenile justice system should be a last resort. School administrators shall comply with state law in providing notification of incidents to law enforcement, but they shall not refer students to law enforcement for arrest or referral to the juvenile justice system unless there are no other options for addressing a continuing threat to school safety. Only under extraordinary circumstances shall a student in elementary- or middle-school grades be referred to law enforcement for arrest or referral to the juvenile justice system.<sup>9</sup>

School resource officers based on Tucson Unified School District campuses shall exercise their authority to arrest and refer students to the juvenile justice system in a manner that is consistent with the goals and requirements of this policy, and to the greatest extent possible, shall seek alternatives to arrests and referrals to the juvenile justice system in addressing school-based offenses by students. Examples may include a conversation with the student about their actions, a verbal warning, parental outreach/engagement, a “cool-down” period, one of the restorative options, In-School Intervention/in-school suspension, mediation, referral to teen court/peer jury, detention, referral to school support staff or community-based services, or mentoring opportunities. When other, non-school-based law enforcement officers are in a school responding to an incident involving a student, school administrators shall work collaboratively with them to seek such alternatives to arrests and referrals to the juvenile justice system.

If law enforcement officers do speak with, attempt to speak with, issue a citation to, or arrest a student in connection with a school-based incident, a school administrator shall promptly call the student’s parents/guardians. If the initial attempt is unsuccessful, the school administrator or designee shall make all reasonable efforts to notify the parents/guardians as quickly as possible.

### ***Discipline and Student Academics***

Students shall not be punished or penalized academically as a result of disciplinary action. Regardless of the disciplinary consequence, students shall be provided the opportunity to earn grades and academic credits equivalent to those earned by other students in the class.

A student who has been excluded from the classroom for any length of time (with the exception of expelled students) shall be provided the opportunity to make up any missed quizzes, tests, or exams in a timely manner. Additionally, to promote effective reintegration into the classroom following an exclusion, the student shall be provided the opportunity to receive any missed class and homework assignments on a daily basis and turn them in for full credit.

### ***Language Access***

Students and their parents/guardians are entitled to an interpreter or translator when needed at any step of the disciplinary process.

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<sup>9</sup> See footnote 6 for the definition of “extraordinary circumstances.”

**PART 3: ACCOUNTABILITY**

***Data Monitoring***

The overuse, or inequitable use, of harsh disciplinary measures can have a dramatic impact on students, families, schools, and the entire community. As such, all schools are instructed to continually analyze their own data to ensure that disciplinary responses and consequences are being used appropriately and equitably. The data should be used to promote reflective and critical conversations among school staff about any disparities that arise, their causes, their consequences, and how they can be addressed.

Additionally, district office will monitor each school’s use of disciplinary responses and consequences, with a particular focus on out-of-school suspensions, expulsions, and law enforcement involvement, as well as the responses included in Level C of Table One. The overuse of these measures, or any unjustifiable racial or ethnic disparities within their use, shall be cause for corrective action.

***Complaint Process***

If students or their parents/guardians believe that a school employee other than the principal has violated their rights under this policy or has not followed this policy appropriately, they may file a complaint with their principal. If students or their parents/guardians believe that the principal has violated their rights under this policy, has not followed this policy appropriately, or has not responded appropriately to a complaint, they may file a complaint with the district office. The complaint form is available here: [insert link]. A complaint to the district office may be submitted here: [insert link]. Students and parents/guardians may also submit a complaint to the district office by calling [insert number]. All complainants shall receive a written response to their complaint within one week of submission.

***School Discipline and School Climate Committee***

Tucson Unified School District has created a School Discipline and School Climate Committee composed of parents/guardians, students, teachers, administrators, school support staff, and other community members that is empowered to take a more active role in promoting high-quality school disciplinary practices and healthy school climates. The committee members will be provided with the school discipline data and summaries of the complaints described above (without any information that would allow for the identification of any individual person) and shall collect input from school stakeholders (such as through surveys and public meetings), advise district leadership on related policy and budgetary decisions, and submit biannual reports to the Governing Board on the committee’s findings and recommendations. This committee can be reached at [insert contact info].

Individual schools are also encouraged to create their own School Discipline and School Climate committees.