

# Student/Parent Code of Conduct Responsibility Contract



Here at Safford K-8 Community School it is important to create and maintain a safe, supportive, and nurturing learning environment for every student here on campus. Safford K-8 is a place where learning happens, minds grow, and students excel. Help us provide a safe, supportive, and inclusive environment for all students and staff.

This guide outlines the behavior expectations, rights, and responsibilities of our students and staff. Partnering together to create a safe and supportive learning environment will help us ensure that consequences are non-discriminatory, fair, and appropriate. It is important to apply these rules consistently, so all students receive similar consequences for similar violations.

Our teachers will also have a syllabus providing behavior expectations for students to follow in their own classrooms.

# Rights and Responsibilities

## Student Rights

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

## Student Responsibilities

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

## Parent and Guardian Rights

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

## Parent and Guardian Responsibilities

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

# Action Levels

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

# Violation Charts

AGGRESSION		
Violation		Action Level
Provocation (verbal or nonverbal)	Using offensive language or gestures that may incite another person to fight.	1
Recklessness	Engaging in unintentional, careless behavior that may pose a safety or health risk for yourself or for others.	1
Minor Aggressive Act	Engaging in intentional, non-serious but inappropriate physical contact such as, but not limited to: hitting, poking, pulling, pushing, tripping, pulling a chair out from underneath another person, or other behaviors that demonstrate low level hostile conduct.	2
Endangerment	Recklessly putting self or another person at substantial risk of imminent death or serious physical injury through acts such as, but not limited to: rock throwing, skateboarding on campus, etc.	3
Physical Conflict		
<b>Other Aggression</b> Using other acts of aggression not specifically listed within the Aggression section including, but not limited to, intentional, serious and inappropriate physical contact including, but not limited to, any example listed under "Minor Aggressive Act" that may result in a serious physical injury.  Examples: hair pulling, pushing, slapping, etc.	<b>Fighting</b> A fight is defined as a physical altercation in which both parties are willing participants who had one or more opportunities to de-escalate the situation, leave the situation, or notify a school official of the potential fight prior to making the decision to participate, and where the circumstances present a threat to safety because of the number of participants or the intensity and violence of the conduct.	<b>Assault</b> Intentionally, knowingly, or recklessly causing any serious 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-day long-term suspension normally used at this level for a first offense. See guidelines for fighting on page 7, 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."
<b>Aggravated Assault</b>	1. Causing serious physical injury to another. 2. Using a deadly weapon or dangerous instrument. 3. Committing the assault by any means of force that causes temporary but substantial disfigurement, temporary but substantial loss or impairment of any body organ or part, or a fracture of any body part. 4. Committing the assault while the victim is bound or otherwise physically restrained or while the victim's capacity to resist is substantially impaired. 5. Committing assault and the person is in violation of an order of protection. 6. Committing the assault knowing or having reason to know that the victim is any of the following: 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  <b>Mandatory report to law enforcement</b>

**ALCOHOL, TOBACCO AND OTHER DRUG VIOLATIONS**

Definitions	
<b>Drug Violation</b>	Unlawful use, distribution, sale, purchase, possession, transportation or importation of any controlled drug or narcotic substance or equipment, and devices used for preparing or taking drugs or narcotics. Includes being under the influence of drugs at school, school-sponsored events, and on school-sponsored transportation. Includes over-the-counter medications if abused by the student.
<b>Possession</b>	Knowing exercise of dominion or control over an item.
<b>Use</b>	The act of using or being under the influence.
<b>Sale</b>	To transfer or exchange an item to another person for anything of value or advantage, present or prospective.
<b>Share</b>	To allow another person to use or enjoy something that one possesses.
*Principals/Assistant Principals may grant an automatic waiver of the mandatory, minimum ten-day long-term suspension normally used at this level for first time offenders for possession or use of drugs or alcohol. See specific guidelines for appropriate consequences on page 7, Level 4, above.	

Violation	Action Level
<b>Inappropriate Use of Over-the-Counter Drugs</b>	Medicines that may be purchased directly without a prescription from a health care professional. Inappropriate use includes any use other than that described on the packaging or recommended by a health care professional.
<b>Tobacco Violation</b>	The possession, use, distribution, or sale of tobacco products on school grounds (including any device or substance that delivers nicotine such as e-cigarettes, nicotine patches, vapes or vape pens, and hookah sticks), at school-sponsored events, and on school-sponsored transportation.
<b>Possession of Drug Paraphernalia</b>	Drug paraphernalia means all equipment, products, and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling or otherwise introducing into the human body a drug in violation of this chapter.
	<b>Possession or Use</b> ..... 2
	<b>Sale or Share</b> ..... 3
<b>Alcohol Violation</b>	The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages or substances represented as alcohol. This includes being intoxicated at school, school-sponsored events and on school-sponsored transportation.
<b>Inhalants</b>	Inhalants include medications, anesthetics, and other compounds in vapor or aerosol form, taken by inhalation. This does NOT include e-cigarettes or hookah sticks, or items such as markers, glue, etc.
<b>Unknown Drug</b>	If a drug is identified, after an investigation, a different violation may be identified.
<b>Substance Represented as an Illicit Drug</b>	A substance that is not an illicit drug but that is represented as, and could be perceived as being, an illicit drug.
	<b>Possession or Use</b> ..... 4*
	<b>Sale or Share</b> ..... 5
<b>Inappropriate Use of Prescription Drugs</b>	Medicines obtained with the lawful prescription of a health care professional. Inappropriate use includes any use other than that described by the prescription.
<b>Illicit Drug</b>	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).
	<b>Possession or Use</b> ..... 4*
	<b>Sale or Share</b> ..... 5
	<b>Mandatory report to law enforcement</b>

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

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

DISHONESTY		
Violation		Action Level
Cheating	Sharing with another, or taking from another, intellectual property for the purpose of deceit or fraud, or taking or stealing intellectual property from another with or without their knowledge and presenting it as the student's own.	2
Forgery	Falsely and fraudulently making or altering a document, including hall passes and parent/guardian signatures.	2
Lying	Making an untrue statement with the intention to deceive or to create a false or misleading impression.	2
Plagiarism	Stealing and passing off the ideas or words of another as one's own, including material obtained online.	2

TECHNOLOGY IMPROPER USE OF		
Violation		Action Level
Telecommunication Device or Other Technology	<p>Students may possess and use cellular telephones and/or other electronic signaling devices subject to limitations of this and other policies of the District under the following conditions and guidelines: (1) they are to be kept out of view in a student's locker, pocket, or a carrying bag; (2) they shall not be turned on or used during instructional time, except as authorized by the teacher; (3) the principal shall establish additional guidelines appropriate to campus needs; (4) students violating the policy may have the electronic device confiscated and be subject to disciplinary action. Any search of the contents of an electronic device shall be by a Principal/Assistant Principal in accordance with the Student Code of Conduct (see Policy JICJ).</p> <p><i>NOTE: May be elevated to a Level 3 violation if it involves an intention to cause harm to another person.</i></p> <p><b>Examples:</b> Use of telecommunication devices (cell phones, pagers, etc.) or other technology (gaming systems, iPods, iPads, Tablets, etc.) for a non-instructional purpose, including posting videos of fights onto social media or posting images of school community members in a manner intended to cause harm to another person.</p>	2
Computer or Network Violation	<p><b>Examples (Computer):</b> Using school computers for non-instructional purpose, copyright or trademark infringement, knowingly uploading or downloading destructive or malicious programs or software, loading personal software or disks onto school computers without permission of a Principal/Assistant Principal or a District Administrator, vandalism of computers or computer equipment.</p> <p><b>Examples (Network):</b> Using computer network for non-instructional purpose, knowingly uploading or downloading destructive or malicious programs or software, sharing passwords, attempting to read, delete, copy, or modify the email of other users, accessing secure areas other than for educational purposes, transmitting material information or software in violation of any district policy or regulation, local, state, or federal law or regulation, or tampering with or misuse of the computer networking system or taking any other action inconsistent with this regulation will be viewed as a network violation.</p> <p><i>NOTE: May not be elevated to Level 4.</i></p>	3

TRESPASSING, VANDALISM OR CRIMINAL DAMAGE		
Definitions		
Criminal Damage	<p>Willful destruction or defacement of school property, commercial property located on school property, or personal property of another person, so as to substantially impair its function or value in an amount of five thousand dollars or more. Principals/Assistant Principals may consider acts of vandalism that result in damages exceeding \$5,000 in value at a Level 4.</p> <p><b>Example:</b> Substantial destruction of copy machines, vehicles, science or computer equipment.</p>	
Violation		Action Level
Trespassing	Entering or remaining on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry. This includes students under suspension or expulsion and unauthorized persons who enter or remain on a campus or school board facility after being directed to leave by the Principal/Assistant Principal or designee of the facility, campus, or function.	2
Graffiti or Tagging	Writing on walls; drawings or words painted or sprayed on walls or other surfaces that can be easily removed with soap or cleaner.	2
Vandalism of Personal and/or School Property	<p>Destroying or defacing personal or school property.</p> <p><b>Examples of Vandalism:</b> Carving initials or words in desk top, spray painting or painting on walls, damaging vehicles, breaking windows.</p> <p><b>* 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</b></p>	3

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

<b>ARSON</b>		
<b>Definitions</b>		
<b>Structure</b>	A building or place with sides and a floor used for lodging, business, education, transportation, recreation, or storage.	
<b>Occupied Structure</b>	Any structure in which one or more persons is, or is likely to be, present or is so near as to be in equivalent danger at the outset of the fire or explosion. This includes any dwelling house, whether occupied or not.	
<b>Property</b>	Anything other than a structure that is owned and has value of any kind (e.g., a backpack, school book, clothing, etc.).	
<b>Damage</b>	As used here, means a tangible or visible impairment to a surface.	
<b>Reckless Burning</b>	Recklessly causing a fire or explosion resulting in damage to a structure, wild land, or property.	
<b>Violation</b>		<b>Action Level</b>
<b>Arson of a Structure or Property</b>	Knowingly and unlawfully damaging a structure or property by knowingly causing a fire or explosion. • Burning one's own property is not arson, except for burning one's own property with the knowledge that it will ignite another's property or a structure (but may, where appropriate, be considered reckless burning).	4
<b>Arson of an Occupied Structure</b>	Knowingly and unlawfully damaging an occupied structure by knowingly causing a fire or explosion. <i>NOTE: Principals/Assistant Principals may consider acts of arson that are only reckless (as opposed to knowing or intentional), or that damage property with a value under \$100 at Level 3. Please see the definition of Reckless Burning above.</i>	5 Mandatory report to law enforcement and fire department



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

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

**WEAPONS AND DANGEROUS ITEMS - POSSESSION OF**  
 SEE POLICY 111 FOR MORE DETAILS ON WEAPONS IN SCHOOL

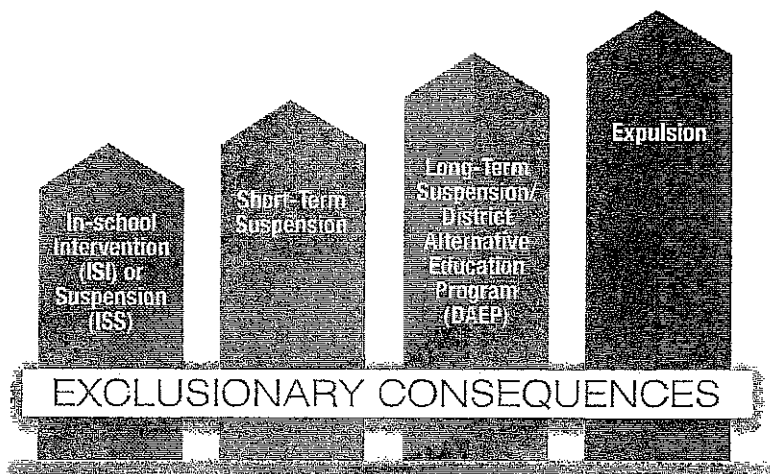
Violation		Action Level
<b>Dangerous Items</b>	Possessing a knife with a blade length of less than 2.5 inches, air soft gun, bb gun, laser pointer, letter opener, mace/pepper spray, paintball gun, pellet gun, razor blade/box cutter, simulated knife, tear gas, firecrackers, smoke or stink bombs, gas, lighter fluid, or other dangerous items (anything that under the circumstances in which it is used, attempted to be used, or threatened to be used is readily capable of causing death or serious physical injury). <b>Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.</b>	3
<b>Simulated Firearm</b>	Possessing a simulated firearm made of plastic, wood, metal, or any other material which is a replica, facsimile, or toy version of a firearm. <b>If the simulated firearm is used to threaten or intimidate, the violation will be considered a level 4.</b>	3
<b>Other Weapons</b>	Possessing a billy club, brass knuckles, knife with a blade length of at least 2.5 inches, nunchakus, taser, or stun gun. <b>Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used the item is readily capable of causing death or serious physical injury.</b>	4
<b>Firearms</b>	No student shall knowingly carry or possess on their person, within their immediate control, or in or on a means of transportation a firearm without authorization by a school Principal/ Assistant Principal.  "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.  "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.  <i>NOTE: This definition does not apply to items such as toy guns, colorful plastic water guns, cap guns, bb guns, or pellet guns.</i>	5 <b>Expulsion required by law</b> <b>Mandatory report to law enforcement</b>

# Exclusionary Consequences

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

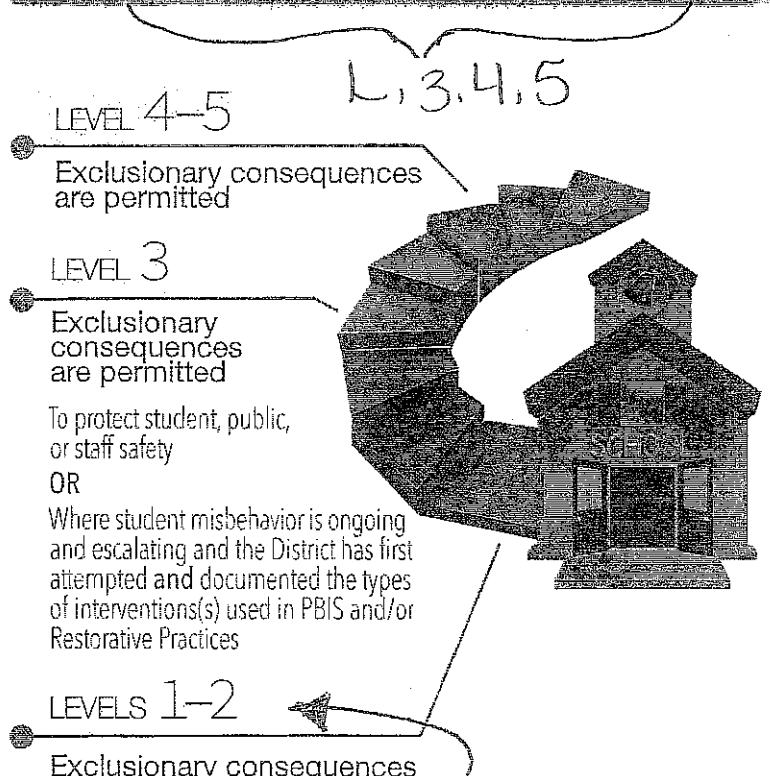
## What is TUSD's Position On the Use Of Exclusionary Consequences?

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



## When Do Exclusionary Consequences Apply?

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



*(dealt in classroom)*  
 \* Repeated L1/2 can level up to L3 w/ proper doc. \* admin appro

*\* progressive discipline.*

# Safford K-8 Community School

## Commitment Behavior Contract 2022-2023



The following standards and behavior expectations here at Safford K-8 are listed below. Following these expectations helps maintain a safe and supportive learning environment. To ensure we are all on the same page, both guardian and student must sign this document stating you read, understood, and acknowledge the expectations here at Safford K-8 Community School.

**Initial** to acknowledge you understand the expectations.

Guardian / Student

\_\_\_\_ / \_\_\_\_ **NO CELL PHONES** – Phones must be always put away in backpack until the end of the school day. (Voted by Site council)

\_\_\_\_ / \_\_\_\_ **DRESS CODE**- No spaghetti straps, No mid drift tops. Strict dress code enforcement  
(Site council voted no uniforms but can be overruled if dress code becomes an issue.)

\_\_\_\_ / \_\_\_\_ **CHRONIC ABSENCES**- Lead to failed classes and or repeated classes.

\_\_\_\_ / \_\_\_\_ **TARDIES**- Attendance is important and tardies will result in lunch detention. Repeated tardies will lead to In School Suspension.

\_\_\_\_ / \_\_\_\_ **LANGUAGE**- At no point will foul language will be tolerated.

\_\_\_\_ / \_\_\_\_ **DRUG FREE ZONE**- Absolutely NO Alcohol, NO tobacco, or NO drug use/possession here on school campus!

\_\_\_\_ / \_\_\_\_ **CHROMEBOOKS**- Must be charged and brought to school every day.

\_\_\_\_ / \_\_\_\_ **WATER BOTTLES**- Bring your own water bottles, since our water fountains are now converted into water dispensers.

Homeroom Teacher \_\_\_\_\_

Students Name \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Guardians Name \_\_\_\_\_

Guardians Signature \_\_\_\_\_ Date \_\_\_\_\_