



Hello, students and families of Safford K-8 Community School!

Welcome to the 2023-2024 school year.

We know that the beginning of every school year can be an exciting yet anxious time, so we have outlined some policies at the school to help everyone get off to a smooth start. At Safford, we are here to support students and families in any way we can, so please feel free to contact us with any questions or visit our [website](#)!

***Please note that all information in this document has been shortened for summarization purposes. To read more about TUSD's policies and their specifics, please click on the hyperlinks that are available throughout the document.**

SAFFORD SCHOOL INFORMATION

Address:

200 E 13th St
85701
Tucson, AZ

Office Phone:

(520) 225-3000

Email:

safford@tusd1.org

Office Hours:

8:00 am - 4:00 pm

School Hours:

8:00 am – Earliest arrival

Elementary:

8:50 am - 2:50 pm – Mon, Tues, Wed, Thurs, Fri

Middle:

8:50 am - 3:50 pm – Mon, Tues, Thurs, Fri

8:50 am - 2:50 pm – Wed (Early Dismissal)

Website:

Click [here](#), or visit

<https://saffordk8.tusd1.org/>

DRIVE LINE: PICK UP AND DROP OFF PROCEDURES

To ensure the safety of our students and create a smooth pick-up and drop-off process, Safford has outlined the following policies.

1. Be sure to display your blue number in your car or be prepared to show it to the monitor at the gate.
2. Please come to the front office if you need a blue number tab. You will need to prove that you are on the registration.
3. The blue number must be used to pick up students. This is the only way we can ensure our students are being picked up by individuals with permission to exit with the student.
4. K-5 students will ONLY be dismissed through the 4th Ave. Gate.
5. Middle School siblings can join their K-5 siblings by exiting through the 4th Ave Gate. They may not go to the Elementary Building to pick up their siblings.
6. They will stay in their classroom doing tutoring at the end of the day. MS students will stay with their siblings until the number for the k-5 student is displayed.
7. Middle School only pick up will happen on 13th Street.
8. The bus pick-up is on 14th Street.
9. Preschool pick-up will be on Arizona Avenue.

BELL AND LUNCH SCHEDULES

Period 1	8:53-9:47
Period 2	9:50- 10:42
Period 3	10:45-11:37
Lunch	K, 3rd and 6th 11:40- 12:10
Period 4	7/8 11:40-12:32
Period 4	6 12:13—1:05
Lunch	1st 4th 7th 12:35-1:05
Period 5	8th 12:35-1:27
Period 5	6th and 7th 1:08-2:00
Lunch	2nd 5th and 8th 1:30-2:00
Period 6	2:03-2:55
Period 7	2:58-3:50

6th Grade

Period 1	8:53-9:47
Period 2	9:50- 10:42
Period 3	10:45-11:37
Lunch	11:40- 12:10
Period 4	12:13-1:05
Period 5	1:08-2:00
Period 6	2:03-2:55
Period 7	2:58-3:50

7th Grade

Period 1	8:53-9:47
Period 2	9:50- 10:42
Period 3	10:45-11:37
Period 4	11:40-12:32
Lunch	12:35-1:05
Period 5	1:08-2:00
Period 6	2:03-2:55
Period 7	2:58-3:50

8th Grade

Period 1	8:53-9:47
Period 2	9:50- 10:42
Period 3	10:45-11:37
Period 4	11:40-12:32
Period 5	12:35-1:27
Lunch	1:30-2:00
Period 6	2:03-2:55
Period 7	2:58-3:50

SPORTS AND PHYSICALS

At Safford, we know how important it is for our students to get involved in extracurricular activities. Clubs and sports can help with social and emotional development, overall health and growth, and academic achievement. Below are the sports and clubs offered at Safford and physical information.

Clubs:

- Student Leadership
- Horticulture/Community Garden
- Chess Club
- 21st Century Program
 - Pinball Club
 - Folkloric Club
 - Robotics Club
 - Tutoring
- Kickball

Sports:

- Volleyball
- Basketball
- Cross Country
- Track

***Sports physicals will be available on August 2nd during the Safford meet and greet.**

ATTENDANCE

Consistent attendance at Safford is crucial for student and community success. To ensure that students and families know how the absence procedure works, we have highlighted the following TUSD policies. To read the full absence policy document that TUSD has provided, please click [here](#) and [here](#).

Absence Procedure:

- Parents/guardians must notify the school (email, call, note) the day of, or the day before an absence occurs. If not notified, Safford will reach out to the family.
- A valid excused absence is due to illness, vacation, death in the family, religious observance, accident, or other unusual personal circumstances.
- If there is no documentation of the absence, it is an unexcused absence and is considered truancy.
- Teachers will provide make-up work for valid excused absences and a reasonable amount of time to complete it.

Excessive Absenteeism:

- 10% or more of the required attendance days (180 days, 18 days missed)

Tardy:

- Not in the classroom when the bell rings. Parents must sign their students in when arriving late to school.

Truancy:

- Unexcused absence for a student aged five through sixteen for at least one class period
- A **truant child** is a child between five and sixteen who is not in attendance when school is in session unless excused.
- A **habitually truant** student is one who is truant for at least 5 school days during the year.

Consequences:

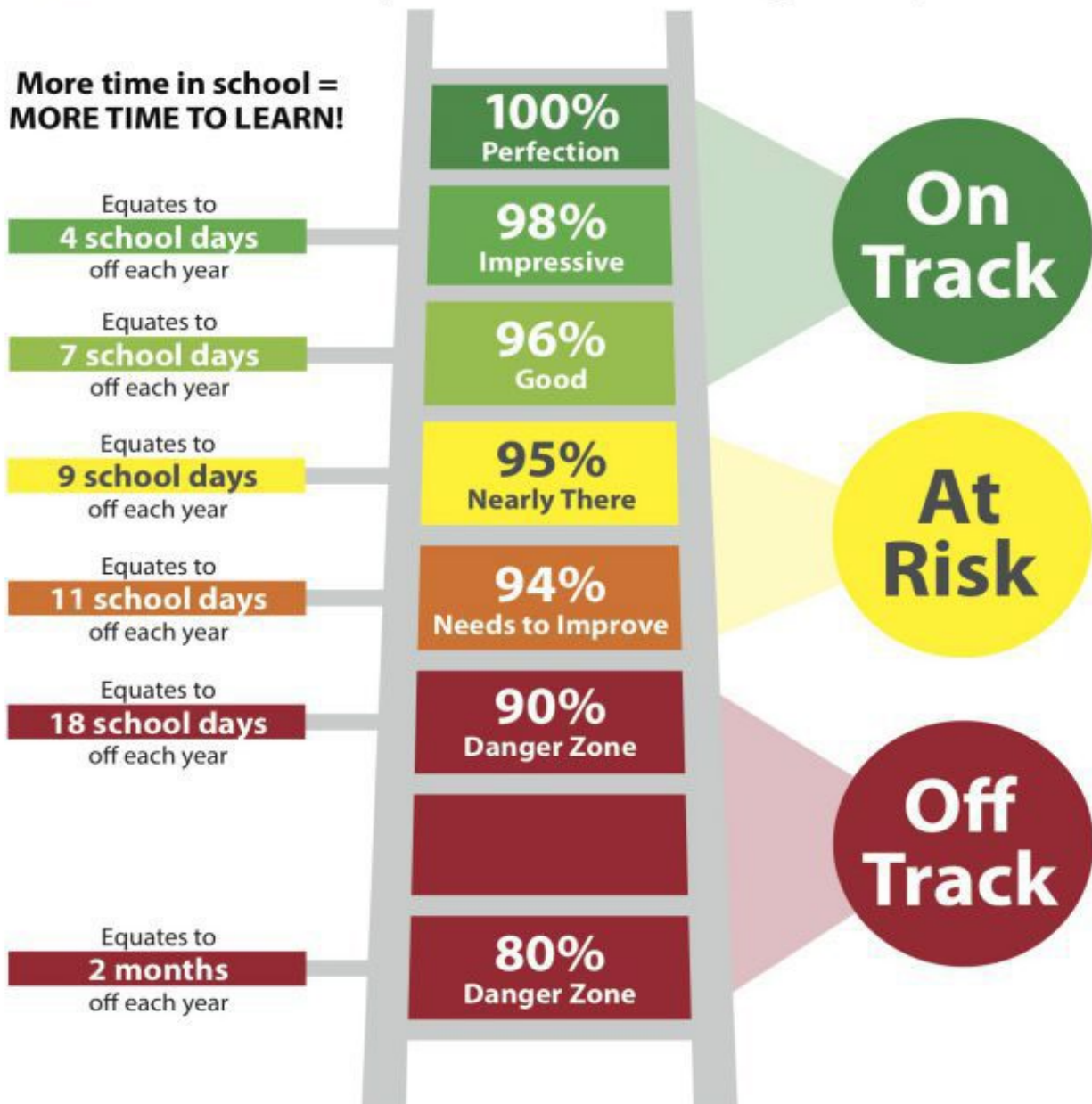
- A truant student may have disciplinary consequences (please see the discipline section below).
- A student that is constantly tardy or has unexcused absences may also face disciplinary consequences.
- If absences begin to get in the way of student achievement, parents/guardians will be contacted, and an intervention plan will be established. If no results are achieved, dropout prevention and/or school safety/truancy/local law enforcement will be contacted.
 - There may, however, be other consequences.

* To track your student's attendance, please see the attendance ladder below:



Attendance Ladder

How close is your child to reaching the top?



For every day your child is absent from school,
over 6 hours of instructional time is lost.

ACADEMIC EXPECTATIONS

To ensure that our students know what is expected of them at school, we have highlighted the following grading and assessment procedures. Students are expected to come to class prepared and ready to learn. The subject grade is based on a student's mastery of the content of the course. Teachers at Safford have established a reasonable standard for average achievement in each of the subjects. To learn more about the grading procedure at TUSD, please click [here](#).

Grade Distribution:

- Class content is measured by numerical percentages which are then transferred to the letter or numerical equivalents below.
- Homework can account for up to 20% of a semester's grade

Letter Grade Scale

90-100

A

80-89

B

70-79

C

60-69

D

below 60

F

Numerical Scale

4

3

2

1

0

FAME Scale (used in grades K-5)

Exceeds

4

Meets

3

Approaches

2

Falls Far Below

1

Progress Grades:

Old Report Card	New Report Card Grades 6-12	Grades K-5
First Quarter Progress	Progress 1	
First Quarter	Progress 2	1 st Quarter Report Card
Second Quarter Progress	Progress 3	
Second Quarter/ First Semester	Progress 4	2 nd Quarter Report Card
2 nd Semester		
Third Quarter Progress	Progress 1	
Third Quarter	Progress 2	Third Quarter Report Card
Fourth Quarter Progress	Progress 3	
Fourth Quarter/Second Semester	Progress 4	Fourth Quarter Report Card

Number of Grades:

- A minimum of two grades will be taken each week that include formative and/or summative scores.

Formative score:

- a score that provides information to be used as feedback to modify the teaching and learning activities in which students are engaged.

Summative score:

- a score that represents a teacher's evaluation of student learning.

Grade Replacement:

- Grade replacement may be offered if approved by a teacher or administrator. It will be offered to students who need to demonstrate competency in the content standards assessed to date, excluding the final semester.

Report Cards:

- Report cards include an explanation of the system of marks used and will be sent home according to the schedule above

PBIS AND RESTORATIVE PRACTICES

TUSD uses the PBIS process to support student behavior, academic, social, and emotional health. This approach helps to increase positive behaviors that will impact student success and achievement. This model focuses on creating and sustaining safe and inclusive environments. To learn more about PBIS through TUSD, please click [here](#).

Restorative practices at Safford address social and emotional conflicts in school by restoring students to supportive learning environments after making amends for poor choices. To learn more about restorative practices at TUSD, please click [here](#).

How Does PBIS Work?

- Create safe environments by defining and teaching behavior expectations, monitoring and acknowledging appropriate behavior, providing corrective and appropriate consequences, and providing appropriate behavior supports.
- Uses a team-based approach and referral data for problem-solving.

What Do Restorative Practices Look Like?

- Group of people at the school that resolve conflict by coming together and discussing issues, answering questions, solving problems, or offering feedback.
- Conferences to address serious problems.
- De-escalation techniques for students to calm down after feeling intense emotions before coming back to the classroom setting.

DRESS CODE

The following policies outline the dress code at Safford. These standards were created by TUSD to ensure a positive learning environment. To learn more, please click [here](#).

Dress Code:

- Student attire must allow students to participate in learning without creating a risk to the health and safety of anyone at the school.
- Students must wear clothing including both a top, bottom, and shoes.
- Unless because of religious beliefs, hats and other head coverings are not allowed.
- Hats and sunglasses can be worn during an extended period outside.
- Dark glasses may not be worn inside unless there is a documented health problem.
- Clothing must cover the chest, torso, and buttocks while standing and sitting.
- Clothing must cover undergarments.
- Clothing must not be see-through.
- Clothing must be appropriate for all scheduled classroom activities that include physical education, science labs, shop classes, and other activities where special attire is required.
- Students who choose to participate in extracurricular activities are subject to a dress code that is defined by the sponsors of such activities.

Clothing Standards:

- Any clothing that relates to violence, criminal activity, gang activity, alcohol, vaping, tobacco, drugs, pornography, or hate speech is not allowed.
 - Gang symbols: Any article of clothing, badge, sign, lettering, hairdo, jewelry, emblem, symbol, or other personal display or adornment, that is recognized or acknowledged by students or Gang Task Force to designate a gang symbol or to signify affiliation with participation in or approval of a gang.
- Clothing that is discriminatory or defamatory is not allowed.

Compliance with Dress Code:

- Students who violate the TUSD's dress code policy may be asked to:
 - Turn the clothing inside out.
 - Change into clothing provided by the school or brought to the school.
 - Remove the accessory.

CELL PHONES AND ELECTRONICS

Students can bring their cell phones and electronic devices within certain limitations. To learn more about TUSD's cell phone policy, please click [here](#). In addition to TUSD policy, Safford's policy is included below.

Electronic Devices:

- An electronic device is a cell phone, Mp3 player, iPod, personal digital assistant (PDA), e-book reader, compact disc player, portable game console, camera, digital scanner, laptop computer, tablet computer, and other electronic or battery-powered instrument which transmit voice, text, or data from one person to another.

Cell Phones and Electronics Limitations:

- Cell phones and/or electronic devices are to be kept out of view (student's locker, pocket, or a carrying bag).
- Electronics should not be used during instruction time unless otherwise stated by the teacher.
- Students violating the cellphone and electronic policy can have their devices taken away and may face disciplinary action.
- Electronic devices can be searched by an administrator if they have reasonable suspicion that a violation of the TUSD Student Code of Conduct occurred.

Safford Policy:

- Cell phones and electronics must be off and put away from the beginning of the day until the end.
- If a student is caught using their electronics, they will be told to put it away. After three reminders, the teacher can take the electronic and will give it back at the end of the day.
 - If the student refuses to hand over their device and a school monitor must get it, the device will be placed in the front office until the end of the day.
 - If the student refuses to hand over their device to a teacher and monitor, and an administrator has to get it, the device will be taken, and the parent must pick it up.

DISCIPLINE

Safford K-8 follows TUSD's discipline policies. Safford strives to keep all students in the classroom when possible and attempts to prioritize restorative practices. To ensure the safety of our students, disciplinary actions are non-discriminatory, fair, and age-appropriate. To learn more about TUSD's discipline policies, please click [here](#) and [here](#). Please pay close attention to these policies, because there have been some changes since the last school year. The Code of Conduct highlights disciplinary policies based on grade level (elementary and middle school). The following information summarizes new discipline policies and provides examples, however, to read all of the discipline policies, please make sure to visit the links, or visit the TUSD website and review the new Code of Conduct.

Student Discipline:

- TUSD uses PBIS and Restorative Practices to teach behavior to students, however, disciplinary action may occur due to a student's behavior.
- Teachers can remove students from class if their behavior is disruptive and the teacher cannot communicate with other students, or other students are unable to learn.
- If serious issues occur, students may be suspended or expelled.
- Restraint or seclusion techniques may also be used if specific circumstances occur.

Student Code of Conduct/Discipline:

- Enforced during:
 - School hours
 - Transportation on the school bus
 - Any place and time where school administration has jurisdiction over students.
- When a student's actions outside of school influence other students, the principal can take administrative action.
- There are additional procedures for students under IDEA and Section 504.

How are Consequences Determined?

- Students will progress through grade level bands and action levels when determining a consequence progression.

Specific Revisions Since Last Year:

- The Code of Conduct has been broken into three categories:
 - Elementary
 - Middle
 - High
- Hearing officers now have the flexibility to offer placement in alternative programs in partnership with long-term suspension.
- Students will progress through grade level bands and action levels when determining a consequence progression. (See example below).

(Example: A student is truant twice their 6th grade year. They will progress to a second offense for truancy which is a level one violation. Their 7th grade year, they are truant one more time. They are now at their third offense for truancy. They have no further truancy throughout their middle school career. If the student is truant again their freshman year, they begin at offense one for a level one violation (truancy)).

- In the telecommunication device or other technology improper use section it is a level 2 violation, and the language “audio-visual recording and photographs without prior consent” was added. (See below).

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). NOTE: May be elevated to a Level 3 violation if it involves an intention to cause harm to another person.</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, including posting videos of fights onto social media, audio -visual recording and photographs without prior consent, or posting images of school community members in a manner intended to cause harm to another person</p>	2
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- A specific definition of defiance and disrespect was created and assigned a level consequence when involving staff.
 - Defiance: Engaging in socially rude interactions in which there is disrespect and resistance to a staff member’s directive or request.
 - Disrespect: Engaging in intentional behavior with staff that insults one’s race, appearance, professionalism, general insults, insults that involve curse words, throwing objects at the staff member, and destroying classroom property belonging to the staff member.
 - Level 3 when involving staff.

Disciplinary Action Involving Staff:

- Indicating by words or conduct, the intent to cause physical injury to a TUSD employee or guest on TUSD property or serious damage to a TUSD employee’s property or guest of the district’s property or intentionally placing a TUSD employee or TUSD guest in reasonable apprehension of imminent physical injury. This may include, conduct that occurs through a telecommunication or digital device or online.
- Level 4 when involving staff.

SUSPENSION AND EXPULSION

Due Process (Short Term 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.

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

- The principal or designee investigates an allegation, provides notice to the student if the allegation is found to be valid, explains the evidence and gives the student a chance to present their side.
- Principals may immediately remove a student whose presence poses a continuing clear and present danger to persons or property or disruption of the academic process.

Conclude basic due process within 1-2 school days.

- After reviewing the facts, principals may impose non-exclusionary discipline or a short-term suspension (1-10 school days) or, if warranted, may begin the process for a long term suspension (11-180 school days) or expulsion.
- A principal must impose a "short-term pending long-term suspension" when they begin the process for a long-term suspension or expulsion

Short-Term Suspension Decision and Appeal Process

District policy provides the following protections for students facing a short-term suspension (including a short-term pending long-term suspension or expulsion):

Notice of suspension to parent on the first day; meet with parent/guardian, if possible, the first or second day.

- The principal or designee calls the parent/guardian, gives the notice of suspension to the student, and sends a copy to the parent on the **1st day** of suspension.
 - Parents/guardians may meet with the principal within the **1st or 2nd day** of the suspension. The principal may offer an abeyance contract or parent/guardian may appeal the decision to the Regional Superintendent within 3 school days.
 - If appealed, the **Regional Superintendent** or designee must review the decision within **3 school days**, affirm or reduce the discipline, and notify the parent/guardian/principal **as soon as possible**.
-

Due Process (Long-Term Suspension or Expulsion)

Principals/Assistant Principals must impose a "short-term pending long-term suspension" if they are considering long-term suspension or expulsion, and must first comply with the basic due process described on page 5 (the short-term pending long-term suspension period will count towards the long-term suspension). Once a principal decides to impose a long term suspension or expulsion, the District shall provide more formal due process as a legal safeguard to protect the constitutional rights of students and parents/guardians.

Student rights, including the right to representation by a parent/guardian and/or legal counsel (parents or guardians can be present at all proceedings).

- Reasonable access to evidence and the student's records at least two days prior to the hearing.
- To be free from having to present evidence against themselves.
- To present favorable evidence and witnesses and to question evidence and witnesses at the hearing.
- To have the testimony presented and saved.
- To have an interpreter present, if one is necessary.
- To waive any or all rights once they are made known.

Long-Term Suspension Decision and Appeal Process

District policy provides protections for students facing a long-term suspension or expulsion. If a principal recommends expulsion, the District must follow procedures outlined in Regulation JK-R3.

Notice of suspension and hearing to parent/guardian by the third school day of the short-term suspension.

- At the beginning of the process for a long term suspension, the Principal/Assistant Principal must send the notice of suspension and hearing to the parent/guardian by the **third school day** of the short-term pending long-term suspension.
- **On or before the day the notice is sent**, the Principal/Assistant Principal must make a reasonable attempt to communicate verbally to the parent/guardian and student about the content of the notice.

Hearing and appeal procedures and timelines.

- Formal Hearing by the **10th school day** of the short-term pending long-term suspension.
- Principal or designee must send the decision within **3 school days**.
- Parent/guardian may appeal within **3 school days** of receipt; the **Regional Superintendent** or designee must review within **5 school days** and notify the parent/guardian/principal **as soon as possible**.
- The parent/guardian may further appeal to Governing Board within **5 school days** from receiving notice.
- Board must decide within **10 days** after reviewing the record.

ELEMENTARY SCHOOL OFFENSE EXAMPLES

Level 1 Offenses:

- Recklessness
- Other Attendance Violations
- Tardy (MS and HS only)
- Unexcused Absence (MS and HS only)
- Dress Code Violation
- Truancy (MS and HS only)
- Other Violations of School Policies and Regulations
- Bus or School Transportation Violation
- Public Display of Affection

Level 2 Offenses:

- Provocation (Verbal or Nonverbal)
- Minor Aggressive Act
- Inappropriate Language (verbal and Nonverbal)
- Disruption
- Defiance and Disrespect
- Cheating
- Forgery
- Lying
- Plagiarism
- Telecommunication Devices or Other Technology
- Petty Theft

Level 2 Office Managed Offenses:

- Possession or Use: Inappropriate Use of Over-The-Counter Drugs and Drug Paraphernalia
- Parking Lot Violations (HS only)
- Leaving School Grounds without Permission
- Combustible
- Gambling
- Contraband

***To see Levels 3, 4, and 5, please click on the hyperlinks above.**

Consequence Guidelines:

<p>Guidance</p>	<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. The charts below list 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. For all violations, parent/guardian notification and request for student conference are mandatory.</p> <p>Students will progress through grade level bands and action levels when determining a consequence progression. A student who commits a leveled violation may progress through consequences based on their grade band's progression chart. Student consequences do not progress from elementary to middle school, or middle to high school.</p> <p><i>(Example: A student is truant twice their 6th grade year. They will progress to a second offense for truancy which is a level one violation. Their 7th grade year, they are truant one more time. They are now at their third offense for truancy. They have no further truancy throughout their middle school career. If the student is truant again their freshman year, they begin at offense one for a level one violation (truancy)).</i></p>
<p>Standard Supplementary Consequences</p> <p>District Wide Common Consequence that can be utilized with any leveled offense.</p>	<ul style="list-style-type: none"> • Parent Notification • Student Conference • Restorative Conference and/or Circle • Reflective Essay • Referral to Outside Agency • Restitution • Meeting with Counselor • Verbal/Written Apology • Teen Court • Warning • Detention (before/after school & lunch) • Functional Behavior Assessment • Suspended Privileges (bus privileges included) • Time-out • Reassignment • Community Services <p>In alignment with TUSD's district wide SEL practices:</p> <ul style="list-style-type: none"> • Behavior Contract • Behavior Intervention Group • Behavior Learning Packet • Behavior Intervention Plan

Elementary Specific Revisions:

- Simulated Firearm (replica or toy of a firearm): level 3 to level 4.
- Alcohol and Other Violations: Possession or use, level 4 to level 3.
- Fighting: Level 4 to level 3
- Illicit Drugs: Possession or use, Level 4 to a level 3

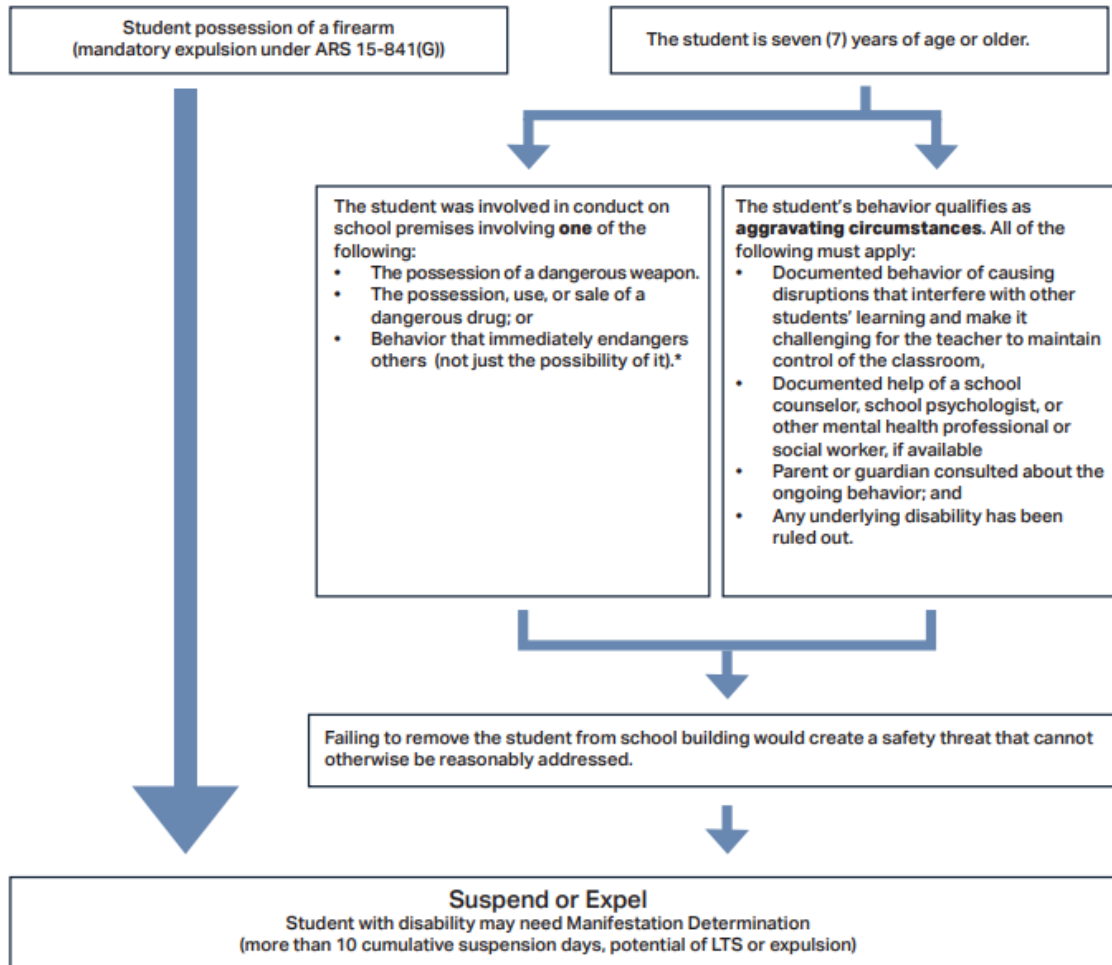
Offense Levels:

Level 1	Level one consequences can be utilized in partnership with progressive consequences for all level one, two, three, and four offenses and in adherence with the Arizona K4 Law.	
	Offenses	Consequences
	Offense #1	• Student Conference and Parent Contact
	Offense #2	• Detention and Parent Contact
	Offense #3	• 1 Day Reassignment & Parent Contact
	Offense #4	• MTSS Referral, Parent Conference to Develop Behavior Contract
	Offense #5	• Escalates to Level 2 with a Request to Elevate Discipline
Level 2	Level two consequences can be utilized in partnership with progressive consequences for all level one, two, three, and four offenses and in adherence with the Arizona K4 Law.	
	Offenses	Consequences
	Offense #1	• Student Conference and Parent Contact
	Offense #2	• Detention and Parent Contact
	Offense #3	• Reassignment (1-3 Days) or In School Intervention (1-3 Days) and Parent Contact
	Offense #4	• MTSS Referral, Parent Conference/Behavior Contract, Counselor Referral
	Offense #5	• Escalates to Level 3 with a Request to Elevate Discipline
Level 3	Level three consequences can be utilized in partnership with progressive consequences for all level one, two, three, and four offenses and in adherence with the Arizona K4 Law.	
	Offenses	Consequences
	Offense #1	• Parent Conference + OSS/ISI or Reassignment (1-2)
	Offense #2	• Parent Conference + OSS/ISI or Reassignment (2-4)
	Offense #3	• Parent Conference + OSS/ISI or Reassignment (4-7)
	Offense #4	• Elevation to Level 4 with a Request to Elevate Discipline
Level 4	Level four consequences in adherence with the Arizona K4 Law.	
	Hearing officers have the option to offer alternative education programs as an alternative or in partnership with a consequence when making decisions at a long-term suspension hearing.	
	<i>Due to the serious nature of the violation, there is no consequence progression.</i>	
	Consequences	OSS (11-30 days) option of Abeyance OR Hearing for Long Term Suspension. <ul style="list-style-type: none"> Any Action from the prior level(s) may also be imposed. Restorative Conference and/or Restorative Circle (upon re-entry to school).
Level 5	Hearing officers have the option to offer alternative education programs as an alternative or in partnership with a consequence when making decisions at a long-term suspension hearing.	
	<i>Due to the serious nature of the violation, there is no consequence progression.</i>	
	Consequences	<ul style="list-style-type: none"> Out of School Suspension and/or Abeyance – Long term (11-180 Days) when deemed appropriate in adherence to the Arizona K-4 Law. Restorative Conference and/or Restorative Circle upon re-entry to school) Expulsion (181+days) Expulsion is the permanent withdrawal of the privilege of attending any school in the Tucson Unified District unless the Governing Board reinstates the privilege. The is in adherence to the Arizona K-4 Law.

K-4 Law Suspension/Expulsion

The suspension or expulsion of K-4 students is governed by A.R.S. 15-843. Revisions to this statute will be effective in the fall of the 2023-2024 school year. Please check the Student Code of Conduct web page for updated information. In the meantime, this flow chart shall be applied.

A school district may suspend or expel a K-4 student only if:



**Endangers others: creating, engaging in, or encouraging any potentially unsafe, dangerous or hazardous situation. Includes direct or indirect involvement in a risk to health, safety, welfare, injury, harm and/or death of students and staff.*

MIDDLE SCHOOL OFFENSE EXAMPLES:

Level 1 Offenses:

- Recklessness
- Other Attendance Violations
- Tardy (MS and HS only)
- Unexcused Absence (MS and HS only)
- Dress Code Violation
- Truancy (MS and HS only)
- Other Violations of School Policies and Regulations
- Bus or School Transportation Violation
- Public Display of Affection

Level 2 Offenses:

- Provocation (Verbal or Nonverbal)
- Minor Aggressive Act
- Inappropriate Language (verbal and Nonverbal)
- Disruption
- Defiance and Disrespect
- Cheating
- Forgery
- Lying
- Plagiarism
- Telecommunication Devices or Other Technology
- Petty Theft

Level 2 Office Managed Offenses:

- Possession or Use: Inappropriate Use of Over-The-Counter Drugs and Drug Paraphernalia
- Parking Lot Violations (HS only)
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***To see Levels 3, 4, and 5, please click on the hyperlinks above.**

Consequence Guidelines:

<p>Guidance</p>	<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. The charts below list 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. For all violations, parent/guardian notification and request for student conference are mandatory.</p> <p>Students will progress through grade level bands and action levels when determining a consequence progression. A student who commits a leveled violation may progress through consequences based on their grade band's progression chart. Student consequences do not progress from elementary to middle school, or middle to high school.</p> <p>(Example: A student is truant twice their 6th grade year. They will progress to a second offense for truancy which is a level one violation. Their 7th grade year, they are truant one more time. They are now at their third offense for truancy. They have no further truancy throughout their middle school career. If the student is truant again their freshman year, they begin at offense one for a level one violation (truancy)).</p>
<p>Standard Supplementary Consequences</p> <p>District Wide Common Consequence that can be utilized with any leveled offense.</p>	<ul style="list-style-type: none"> • Parent Notification • Student Conference • Restorative Conference and/or Circle • Reflective Essay • Referral to Outside Agency • Restitution • Meeting with Counselor • Verbal/Written Apology • Teen Court • Warning <ul style="list-style-type: none"> • Detention (before/after school & lunch) • Functional Behavior Assessment • Suspended privileges (bus privileges included) • Time-out • Reassignment • Community Services <p>In alignment with TUSD's district wide SEL practices:</p> <ul style="list-style-type: none"> • Behavior Contract • Behavior Intervention Group • Behavior Learning Packet • Behavior Intervention Plan

Middle School-Specific Revisions:

- Level 4 School threat (verbal) was removed as it was redundant with the level 5 school threats violation. School threats are traditionally leveled for the option for expulsion which currently only applies to level 5 offenses.
- Verbal Provocation: Level 1 to Level 2
- Leaving School Grounds without Permission: Level 1 to Level 2
- Tobacco use/possession: Level 2 to Level 3
- Trespassing, Vandalism, and Criminal Damage: Trespassing due to the nature of the safety breach. Level 2 to Level 3
- Trespassing, Vandalism, and Criminal Damage: Vandalism and graffiti/tagging combined and specified on a school property Level 2 to Level 3
- Defiance/Disrespect Towards a Staff Member: Level 3
- Simulated Firearm (replica or toy of a firearm): Level 3 to Level 4.
- Alcohol and Other Violations: Possession or use, Level 4 to Level 3.
- Fighting: Level 4 to Level 3
- Illicit Drugs: Possession or use, Level 4 to Level 3

Offense Levels:

Level 1	Level one consequences can be utilized in partnership with progressive consequences for all level one, two, three, and four offenses.	
	Offenses	Consequences
	Offense #1	• Student Conference and Parent Contact
	Offense #2	• Detention and Parent Contact
	Offense #3	• 1 Day ISI & Parent Contact
	Offense #4	• MTSS Referral, Parent Conference to Develop Behavior Contract
	Offense #5	• Escalates to Level 2 with a Request to Elevate Discipline

Level 2	Level two consequences can be utilized in partnership with progressive consequences for all level one, two, three, and four offenses.	
	Offenses	Consequences
	Offense #1	• Detention and Parent Contact
	Offense #2	• ISI (1 day) and Parent Contact
	Offense #3	• ISI (2-3) and Parent Contact
	Offense #4	• Mandatory MTSS, Parent Conference to Develop Behavior Plan
	Offense #5	• Escalates to Level 3 with a Request to Elevate Discipline

Level 3	Level three consequences can be utilized in partnership with progressive consequences for all level one, two, three, and four offenses.	
	Offenses	Consequences
	Offense #1	• Parent Conference + OSS/ISI (1-3)
	Offense #2	• Parent Conference + OSS/ISI (3-5)
	Offense #3	• Parent Conference + OSS/ISI (5-10)
	Offense #4	• Elevation to Level 4 with a Request to Elevate Discipline

Level 4	Hearing officers have the option to offer alternative education programs as an alternative or in partnership with a consequence when making decisions at a long-term suspension hearing. <i>Due to the serious nature of the violation, there is no consequence progression.</i>	
	Consequences	OSS (11-30 days) option of Abeyance OR Hearing for Long Term Suspension. <ul style="list-style-type: none"> Any Action from the prior level(s) may also be imposed. Restorative Conference and/or Restorative Circle (upon re-entry to school).

Level 5	Hearing officers have the option to offer alternative education programs as an alternative or in partnership with a consequence when making decisions at a long-term suspension hearing. <i>Due to the serious nature of the violation, there is no consequence progression.</i>	
	Consequences	<ul style="list-style-type: none"> Any Action from the prior level(s) may also be imposed. Out-of-School Suspension and/or Abeyance – Long-term (11-180 Days) Restorative Conference and/or Restorative Circle (upon re-entry to school). 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.

ALL STUDENTS:

Grade Level Bands For Violation Progression:

- A student can progress through violation offenses during the entire time they are in elementary, middle, or High school. Grade bands are k-5, 6-8, 9-12. Any violation that occurs can progress to a first, second, third, fourth, or fifth offense throughout the number of years in that grade band. (See example below).

(Example: A student is truant twice their 6th grade year. They will progress to a second offense for truancy which is a level one violation. Their 7th grade year, they are truant one more time. They are now at their third offense for truancy. They have no further truancy throughout their middle school career. If the student is truant again their freshman year, they begin at offense one for a level one violation (truancy)).

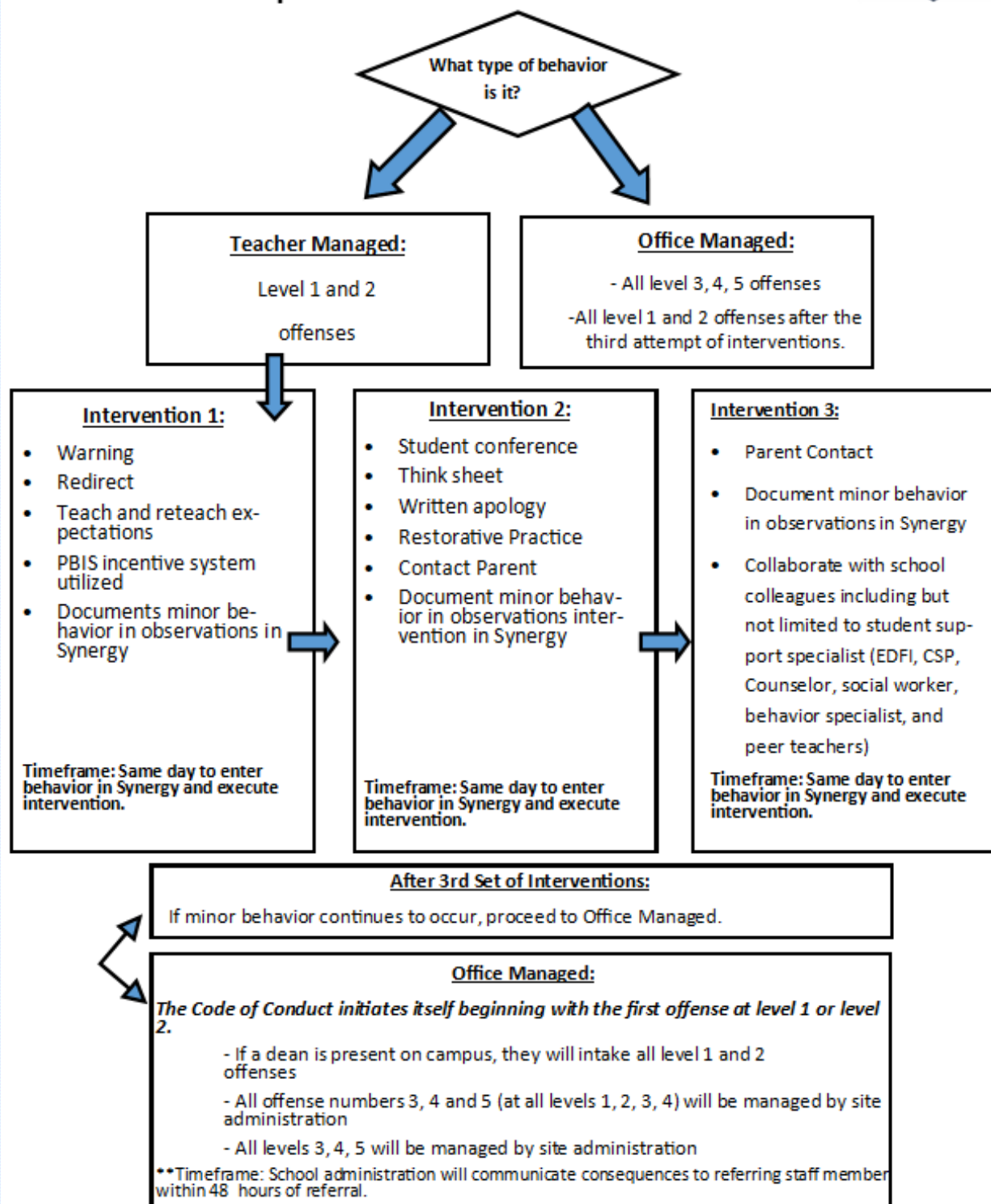
***Please review the discipline flowchart on the following page.**



TUCSON UNIFIED SCHOOL DISTRICT



Discipline Behavior Flowchart



SAFFORD

K-8 School

We appreciate you taking the time to read through this document. Please sign the page below and return to Safford. If there are any questions, please contact us. We look forward to having a great year together!

***If having issues with hyperlinks, please look up the policy codes below to read TUSD's policies, and look up the TUSD Code of Conduct:**

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

I have read and understand all policies listed in the document. I understand that the document was summarized and to learn more, I must click on the TUSD hyperlinks or review the Code of Conduct and/or policies on the TUSD website. I understand that any violation of the code of conduct may result in disciplinary action. Please sign below and return to Safford by August 17th, 2023.

Student Name

Student Signature

Date

Parent/Guardian Name

Parent/Guardian Signature

Date