

Sanders Middle School

Home of the Pirates!



Student Handbook 2020-2021

Every student will be proficient in reading, writing, and math.



Sanders Middle School

Home of the Pirates!

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Principal Tari D. Hardy, M.Ed., M.T.E.

Nieva May Aventura, Instructional Coach

Pauline Murphy, Admin. Assistant

Michael Jensen, Dean of Students

Julia Eisenbart, Counselor

Welcome to Sanders Middle School, Home of the Pirates!

I am so excited to be returning for my third year as your middle school principal. Our last school year ended on such a strange note due to distance learning requirements, and I am sure you and your family will have many questions as we enter into the 2020-2021 school year. COVID-19 has kept us guessing about what to expect... will we continue with distance learning, will we return to school as usual, or will we participate in a hybrid combination of district and on-campus learning? I want to assure you that our Number One Goal is the safety of our students and families. Therefore, we have prepared for all three reopening possibilities, and will be ready to switch plans at a moment's notice to ensure that our students remain safe while they continue to learn.

Our school hours are 8:00 a.m. to 3:34 p.m. Monday, Tuesday, Thursday, and Friday. We still have a 10:00 a.m. late start every Wednesday. Please be sure to arrive in plenty of time to eat breakfast before first period starts, and please make arrangements to stay at school throughout the entire school day.

PLEASE NOTE: It will be imperative for students to master all their objectives this year in order to pass on to the next grade level. Therefore, a 90% attendance rate and completion of work (including any online homework expectations) will be required. Any student missing 9 days in a semester or 18 days in the school year runs the risk of being retained and referred to Truancy court, regardless of whether the absences were excused or unexcused. Absences are calculated based on any one class, so if you get checked out early on a regular basis, this will count as an absence from that class. This holds firm for any potential time required in the distance learning platform, as well as on-campus attendance.

We are planning a variety of interactive projects and fun learning opportunities for our students this year. I hope you will take an active role in your education by listening, thinking, and behaving appropriately in all of your classes. Please use this handbook as your guide to a successful school year. Students and families should review this handbook together, particularly with regard to the dress code and behavior matrix.

Our goal is for every student to be proficient in reading, writing, and math. We will be here to support and encourage you every step of the way. Please feel free to contact me with any questions or concerns that you may have. Together, we can make this school year memorable and fun!

Tari D. Hardy, M.Ed., M.T.E.
Sanders Middle School Principal

Our Goal: Every student will be proficient in reading, writing, and math. P. 2

The Four Mountains of Sanders Middle School

1) WELCOME (East)

- a. We believe that a welcoming environment is an essential component of a culture of excellence.
- b. Each person entering into the SMS building will feel welcomed and valued.
- c. Customer service will be a high priority.
- d. We will smile and greet each other.
- e. Students will be greeted by teachers as they enter the classrooms.
- f. New students will be oriented to the building, the staff, the rules and expectations, etc.

2) ACADEMICS – College and Career Ready (South)

- a. Our Ultimate Goal is: Every student will be proficient in reading, writing, and math.
- b. We are focused on academics above all other activities.
- c. We believe that all students can learn.
- d. All decisions will be based on what's best for students to help them excel in their academic classes.
- e. We expect staff to plant the seed of what students will do after high school and to guide them to follow their dreams and to set goals that will enable them to achieve their dreams.
- f. We believe that good attendance is essential to academic excellence.
- g. We acknowledge the value of the arts, physical exercise, culture and language, citizenship, sportsmanship, etc., but believe that our primary job as a school is to educate students in the core subjects (English Language Arts, Math, Science, and Social Studies).
- h. There are NO excuses for poor effort from any of our stakeholders (teachers, administrators, support staff, students, and parents).

3) COMMUNITY (West)

- a. We believe that it is important to involve the community in the school.
- b. We believe that it is important for students to provide service to the community.
- c. We believe it is important to develop a desire in students to come back to their community to make positive contributions after college.
- d. We will strive to provide more opportunities for the community to visit the school and interact with students regarding academics. These will take the form of open school nights for such things as Science Fair, Literacy Fair, Math night, and History Fair.
- e. We will look for ways to involve students in community service projects.

4) CHARACTER (North)

- a. Developing good character is an essential part of becoming a productive and successful member of society.
- b. We believe that we must teach and instill positive character traits in our students in order to have a safe learning environment.
- c. We believe that developing positive character traits is essential in getting into and graduating from college and other post-secondary education and to be.
- d. We believe that through developing these positive character traits we can neutralize many of the challenges our students face and help them to be successful in life.

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Sanders Middle School Staff Roster

Home of the Pirates!



Name	Position	Room	Ext.
Tari Hardy	Principal	104	4774
Michael Jensen	Dean	Office	4796
Julia Eisenbart	Counselor	103	4771
Nieva May Aventura	Instructional Coach	Office	4209
Pauline Murphy	Admin. Assistant	Office	4772
Darlene Martinez	Attendance Clerk/Registrar	Office	4770
Paula Beasley	Health Aide	106	4785
Sandy Begay	RTC Paraprofessional	202	4717
Jeanetta Johns	Navajo Language	500	4793
Michael Henager	Music	502	4782
Rose Bongirno	Art	501	4729
Julie Wiessner	ELL/SEI	302	4286
Cyhprace Mae Cadimas	ELA	204	4779
Caridad Argel	ELA	305	4777
Michael Hood	Math	300	4794
Paul Martin	Math	203	4792
Sunsun Carnazo	Science	205	4784
Lily Lavapiez	Science	303	4786
Kent Knight	Social Studies	206	4789
Charles Thompson	Social Studies	301	4268
Mark Forster	PE	Gym/600	4795
Maria Jessica Seniel	Special Education Teacher	306	4773
Arlinda Fatty	SPED Paraprofessional	arlindafatty@sandersusd.net	
David Moncibaiz	SPED Paraprofessional	davidmoncibaiz@sandersusd.net	
Robyn Yazzie	SPED Paraprofessional	robynyazzie@sandersusd.net	

BELL SCHEDULE

Regular Days (M-T-TH-F)	
1	8:00-9:00
2	9:03-10:03
3	10:06-11:06
4-Lunch	11:06-11:47
5-Fast ForWord	11:50-12:25
6	12:28-1:28
7	1:31-2:31
8	2:34-3:34

Wednesdays (Late Start)	
1	10:00-10:40
2	10:43-11:23
3	11:26-12:06
4-Lunch	12:09-12:50
5-Fast ForWord	12:50-1:25
6	1:28-2:08
7	2:11-2:51
8	2:54-3:34

Early Release	
1	8:00-8:35
2	8:38-9:13
3	9:16-9:50
6	9:53-10:27
7	10:30-11:04
8	11:07-11:41
4-Lunch	11:41-12:15
<i>5-No Fast ForWord</i>	

Academic Program

The Honor Roll will be posted and published at the end of each academic quarter. Certificates will be given to each student who has made the Honor Roll. Two honor lists will be provided: The Principal's Honor Roll (Straight A's = 4.0 GPA) and the A-B Honor Roll (all A's and B's).

Assemblies

Assemblies are planned periodically as special events. Some typical assembly themes include academic and attendance awards, athletic pep rallies, cultural presentations, professional speakers, or professional presentations. There is often a significant investment in time and money in preparation for an assembly program, so students are required to attend. Positive behavior is expected of all students during events and assemblies.

Class Preparation

Students are required to have with them the proper materials for school each day for each class. This includes, but is not limited to: a pencil, classroom workbooks/folders, paper, a book to read, and any applicable and acceptable electronic device (i.e., Chromebook). Homework should be brought to class as students are not permitted to go to lockers during class or during passing time.

Conferences

Formal parent/teacher conferences will be held two times during the school year, fall and spring. In addition to the conferences, parents may schedule a meeting with individual teachers as needed. Parents are always welcome to visit the school, but should contact the SMS front office to schedule a time and date.

Course of Study

Sanders Middle School offers the full range of instruction as required by the State of Arizona. The required course of study includes Language Arts (Reading and Writing), Math, Science, and Social Studies at each grade level. We also have electives in the areas of PE, Art, and Music. Occasionally, we will also offer classes in computers, careers, health, Library/Research, cooking, robotics, etc., depending on staff availability and skill to teach these.

Eligibility -- Extracurricular Activities

This Board-approved policy applies to all extracurricular activities including athletics, student council, clubs, academic bowls, dances or other student activities, etc.

Grade checks will be run every Monday morning (or the first day of the week) beginning the second week of each quarter.

- Every "D" grade = Pending Ineligibility Notification (this is a warning and a chance to bring up grades).
- First "F" after a "D" grade with a Pending Ineligible Notification **OR** First "F" Grade = Pending Ineligibility Notification (the first F grade for the student—this is a warning and a chance to bring up grades).

- Second and subsequent “F” grade in a quarter = Ineligibility Notification (student is NOT eligible to participate in any activities from that Monday through the following Sunday, including practices, until the next grade check shows no “F” grades).

Ineligibility includes weekend activities and events. Grade changes during the week will not affect the period of ineligibility (students may do the work to bring up their grades and teachers can update grades, but the week of ineligibility continues until the next grade check). Students will be given opportunities to make-up or complete work, which may include using recess, Specials class time, or before/after school. ***Students may file a grievance/appeal with the principal about a teacher if grades are not updated weekly to reflect current status, which then renders the student ineligible.***

Student will be notified of Ineligibility, and a copy of the notification will be given to the student to take home for parent signature. If the parent’s/guardian’s signature is not received, the Coach will be responsible for calling parents/guardians regarding ineligibility.

Students who are Ineligible must get on the regular bus and go home after school once parents have been notified for the week of ineligibility, unless arrangements have been made for the student to attend after-school Tutoring.

A student who is sent to RTC for anything other than a #2 Tardy or is assigned to ISS is not allowed to participate in any extracurricular activities that day, including practice or attendance at after-school events upon the discretion of the Dean of Students.

To maintain eligibility, students must attend school during the full day of the event, activity, or game. The student must also attend school during the full day following any event, activity, or game; if the student is not in full attendance on the following day, then that student will become Ineligible for the next event, activity, or game.

Grading System

The Grading System at SMS is as follows:

100% - 90%	=	A	Exceeding
89% - 80%	=	B	Above Average
79% - 70%	=	C	Average
69% - 60%	=	D	Below Average
59% - 0%	=	F	Failing

Students who enroll at Sanders Middle School during the course of the school year will not receive credit until official transcripts arrive from the previous school attended. If transcripts do not arrive, it may delay calculation of the grade, or other data points may have to be used.

<u>Grade Weighting:</u>	10% Practice	30% Critical Thinking/Projects
	20% CFA/Quizzes	40% Summative Assessments

Homework

The school recognizes that development of study skills and self-discipline is an important part of a quality education. Homework may be assigned on a regular basis, consisting of studying notes, reading, practice of skills, and project completion. Students are responsible for actively pursuing knowledge without immediate supervision by the teacher. Homework may be factored with earned student quarterly grades. As part of their homework, all students are expected to read a minimum of 30 minutes, six or more days per week.

Incentive Program

Students receive special recognition at the school through a variety of award programs. These awards are intended to promote and recognize academic skills, athletic achievement, and various aspects of good citizenship. Teachers and parents are expected to promote the awards as an encouragement and an incentive toward special efforts and achievement by the students. Recognition is given for academics, sports, student government, clubs, attendance, and cultural achievements, to name a few. All incentives will be mapped out for students at the beginning of the school year/quarter or semester.

Progress Reports

Sanders Middle School will continually advise parents on issues regarding student progress. Teachers will notify parents by phone, mail or in person if a child is struggling in a class. Midterm Progress Reports and Quarterly Report Cards (with attendance) will be mailed home each marking period. A student with 2 or more F's on their quarter or semester grades may be considered for retention in the same grade.

Promotion and Retention

A student's promotion from grade-to-grade will be based on passing of classes with fewer than two failed classes for the school year. Additional consideration will be given to the recommendations of the teaching team, school counselor, and administration. A student must meet the established promotion criteria listed below.

Students must demonstrate proficiency or mastery in all of their grade level standards as set forth by the Arizona Department of Education. The goal is to make sure that students are prepared to move on to the next grade level and be successful. Students who successfully complete the grade level course of study (pass all of their classes) will automatically be promoted to the next grade level.

The 8th grade promotion ceremony is a privilege. Students are expected to pass all of their classes, have good attendance and maintain acceptable behavior in order to participate. Students who are absent for more than 18 days during the 8th grade school year, have excessive tardies, or exhibit poor behavior may not be allowed to participate. The privilege of participating in our promotion ceremony will be determined by the teachers and administrative team. Students who lose the privilege to participate in the promotion ceremony may be "placed" in 9th grade, or they may be retained.

Required Classes

All students are required to carry 1 Language Arts (or 1 Reading, 1 Writing), 1 Math, 1 Science, 1 Social Studies class each semester. Students will also have an elective, and either an intervention or enrichment class based on test scores. Electives, intervention, and enrichment will be quarter or semester long classes, other classes will be semester or year-long classes. Intervention is for those students who have not mastered their grade-level standards.

Fast ForWord Reading Intervention System

Every student in the district is expected to participate in the Fast ForWord Reading Intervention system until such time as the student tests out of Fast ForWord. Students will be provided at least four 30-minute periods per week to utilize Fast ForWord; however, they may also access this from home if they have an Internet connection.

What is Fast ForWord?

It is a series of computer-delivered brain fitness exercises designed to produce dramatic language and reading improvements in a variety of student populations by improving memory, attention and processing skills. The Fast ForWord products support the existing curriculum—they don't replace it. When students process more efficiently, every other instructional strategy works better. The results in schools throughout the country are dramatic; students can achieve a one- to two-year gain in reading skills in 8-12 weeks!

What kinds of changes might you see after your student starts working on Fast ForWord products?

- Increased self-esteem
- A new excitement towards learning
- Better listening and communication skills
- Improved ability to follow directions
- Improved reading abilities
- Better academic performance

What can you do to help?

- Ensure that your student has good attendance. Success with Fast ForWord requires consistent effort.
- Make sure your student knows that you value his/her participation in the program. Acknowledge his/her successes!
- Meet with your student's teacher to discuss improvements.

Want to learn more?

- Visit Scientific Learning's Web site: www.ScientificLearning.com
- Speak with your student's principal or teacher.

PLEASE NOTE: We will be promoting both Fast ForWord and Accelerated Reader (AR) to our students throughout the school year, and will be rewarding our Top 50 Readers with an end-of-year incentive. Our Top 50 Readers will be those who demonstrate the most reading growth in Fast ForWord from August through the first week of May, and those who successfully complete the most AR quizzes at their STAR reading level (quizzes below the STAR reading level will not be counted toward Top 50 Reader status).

Accelerated Reader (AR)—Guided Independent Reading

All students are expected to pass at least two AR quizzes at their reading level per quarter, but we hope they will be motivated to pass more tests than that.

Expectations:

- 1) Daily Reading Practice (a minimum of 30 minutes per day, six days per week)
 - a. Students select and read library books that match their individual ability levels (as determined by STAR test and ELA teacher) and interests
 - b. Students record their reading on a Reading Log provided to the ELA/ELL teacher
- 2) AR Practice Quiz
 - a. Students take the AR Quiz when finished with the book.
 - b. The quiz assesses general comprehension of the book just read.
- 3) Data
 - a. AR scores the quiz and generates reports
 - b. Teachers will use AR scores as a data triangulation point for determining how best to meet the reading needs of our students.

What Guided Independent Reading Looks Like:

Students:

- Recording book info on Reading Log
- Reading quietly to themselves
- Taking AR quizzes with teacher approval
- Selecting new book to read with teacher guidance

Teachers:

- Circulating, monitoring, coaching, and intervening
- Giving permission to quiz to students who have obviously read the book based on Reading Log records
- Checking quiz results, conferring with students, reinforce good work, provide guidance on which book to choose next
- Move from student to student (this is NOT a time for teachers to sit at their desks) to check reading logs and determine whether the selected texts are a good fit for each student.

Summer School

SMS may offer Summer School to students for academic intervention and/or enrichment depending on funding. Students will be invited to attend summer school based on academic need.

Textbooks / Computers / Electronic Devices

Each student is responsible for the care of all books and electronic devices issued to them. TEXT BOOKS AND CHROMEBOOKS ARE SCHOOL PROPERTY AND STUDENTS ARE NOT ALLOWED TO TAKE THEM OFF CAMPUS WITHOUT EXPRESS PERMISSION OF THE PRINCIPAL OR CLASSROOM TEACHER. Students may receive permission to take books home for specific purposes of catching up on work or planning ahead when school time will be missed. The loss or destruction of these items must be paid for by the student to whom the items were issued. Whenever one of the aforementioned items is lost or damaged, the student will be expected to notify his/her teacher immediately. The student must pay for the item within three (3) school days. A replacement will then be issued. If the original item is found at a later date by either the student or the school, the amount the student paid will be refunded.

Attendance

Absences

In order for students to be successful at Sanders Middle School, students need to make every effort to attend school daily. The goal for Sanders Middle School is to have at least 93% average daily attendance. Each student is required to bring a written note from home after having been absent from school. The note should list the day(s) of the absence, the date, the reason for the absence, and the date the note was written; it must be signed by the parent/guardian. All notes received will be kept on file, and parents/guardians will be contacted if there is any reason to question a note. Any student who presents a falsified note will automatically receive an unexcused absence for the period covered by that note. An attendance incentive will be provided to help promote regular good attendance. To ensure student attendance, SMS will notify families of students who are frequently absent. We will also work closely with Apache County Truancy Court to ensure that students are attending school on a regular basis.

A student who participates in school-sponsored activities will not be penalized for absences caused by those activities, but will be required to complete/make up all missed work. Coaches and sponsors will require students to pick up assignments prior to missing classes for school activities, and to find out when the assignments are due.

A student must attend school all day the day of an event (or the day prior to the event held on non-school days) in order to attend and/or participate in the event. Students are also required to attend school the day after all events (or the next regular school day). "Event" means any extracurricular activity or sport, including games, and tournaments. Any exceptions to this policy must be approved by the principal in advance, or in the case of an injury sustained during the event, the doctor's note must be turned into the office. Students failing to follow this policy will be penalized (required to sit out or not participate) for one game/event.

Attendance notification will be provided starting with the 5th day of absence. Starting with the 9th day of absence the attendance letter will state that absences will be referred to Apache County courts and DCS. These agencies will be notified of every absence beginning with the 9th absence.

By law (ARS 15-803), if a student misses more than 18 absences in a school year or 9 absences in a semester, that student may lose credit for that year/semester and will be reported to juvenile truancy court. If your student is ill or has a medical appointment, please send a note from the doctor who treated the student. Only a doctor's note will be used to determine that an absence is excused. If a student has more than 9 absences in a semester or 18 absences in a school year, he/she may be referred to summer school or the APEX Learning platform to make up those days. **ANY STUDENT WHO MISSES 18 DAYS OR MORE OF SCHOOL MAY BE RETAINED** depending on grades, mastery of standards, and other circumstances.

Arrival and Dismissal

Please remember our late-start on Wednesdays. Students should not arrive before 9:30 am on Wednesdays. Students are not to arrive at school before 7:30 am on all other days and should be picked up promptly at 3:34 every afternoon.

Any changes from the regular pattern of how a student goes home must be arranged in advance with the office. Students cannot go to a friend's house unless we hear from both parents/guardians in advance. Unless the office has received a note or a phone call from the parent or guardian, the students must get on their regular bus. Parents picking up their student must be at the office before the buses arrive. ***We will not release students to parents from the busing pick-up area; instead, parents must go to the front office to sign out the student at the office BEFORE buses arrive so that we can ensure the student is safely leaving with authorized adults.***

Our instructional time for each student includes all of our classes starting at 8:00 am (10 am on Wednesdays) and ending at 3:34 pm Monday through Friday. It is essential that students are in attendance throughout the entire day in order to benefit from all of the instruction. Picking your student up early means he/she will miss out on the lesson closure, which is the most important part of the lesson. Please wait until school is out to pick up your student.

Early Check Out

No student will be released from school unless their parents or an approved adult comes to the school and checks them out. The person must present proper identification to the office in order to check out their student. Only predetermined adults (defined by the parent at the time of enrollment) will be allowed to sign for and pick up the student. Excessive early checkouts will be dealt with as an attendance issue, and the student is likely to fail the course if picked up early 9 times in a semester or 18 times in a school year. Excessive early checkouts will be reported to Apache County Truancy court and DCS at the 9th early checkout.

Leaving Campus

Sanders Middle School is a closed campus. Students will **NOT** be allowed to leave campus once they arrive on school grounds without a parent/guardian signing them out. Once a student gets

off the bus he/she must remain on campus until he/she gets on the bus after school or is checked out by his/her parents.

Tardy

Tardy means arriving at class after the bell (the scheduled start time). All students must be in class or lined up outside the door with their teacher when the bell rings to avoid being tardy. When a student is tardy for class, it disrupts the class and the learning that is happening.

Typical Consequence Progression:

1st Tardy – Informal student conference with the teacher

2nd Tardy – Tardy Plan at RTC during lunch time

3rd Tardy – Lunch Detention with the teacher who will make parent contact at that time

4th Tardy – Discipline referral with parent contacted by Dean of Students;

5th Tardy – Discipline referral: Parent contact by the Dean of Students to determine whether the student will serve 1 day ISS OR 2 days After-School Detention (parent/guardian may choose whether they prefer ISS or after-school detention)

6th Tardy and beyond – Discipline referral, 2 days ISS with possible referral to Apache County Truancy Court

Truancy

Policy JHB, J-1650 states:

A child between the ages of six (6) and sixteen (16) failing to attend school during the hours school is in session is truant unless excused pursuant to ARS 15-802, 15-803, or 15-901.

“Truant” means an unexcused absence for at least one (1) class period during the day. This includes absences from any class, study hall, or activity during the school day for which the student is scheduled.

Unexcused absence for at least five (5) school days within a school year constitutes habitual truancy. The Superintendent will establish procedures to identify and deal with unexcused absences, beginning with notification of parents. Continued violation may lead to discipline of the child and/or referral of the parent to a court of competent jurisdiction.

Withdrawal

A student withdrawing from school must complete a withdrawal form, which can be obtained from the school office. This form must be signed by the parent or legal guardian. Students must take a student check-out form to teachers and staff to gather signatures, and turn in all books and other school property prior to withdrawal.

If a student is withdrawn from school and returns at a later date, without being enrolled at any school between the withdrawal date and the re-enrollment date, that student will be accountable for all missed days and work.

Conduct

Discipline in the Classroom

Each of the teachers at Sanders Middle School will be working with a behavior management program in his/her classroom. The purpose is to provide a positive approach to classroom management and general school discipline.

The plan places the teacher in charge of the classroom. Recognition is given to the students' needs for constructive, positive behavior. Classroom rules are the same in every classroom and consequences for breaking the rules will be decided by the teacher based on the child, the situation, and the damage or hurt caused. These rules and consequences are carefully explained to each child on the first days of school and reviewed periodically during the school year.

There are three key points around which a teacher's classroom behavior management plan operates:

1. As professional educators, it is our responsibility to teach our students lifelong social skills that will promote respect, responsibility, and safety. These skills will be taught in ways that nurture and respect the individual dignity of each student.
2. Students will not stop a teacher from teaching.
3. Students will not stop another student from learning for any reason.

We believe this approach to behavior management will provide a better learning atmosphere for each and every student, as well as enhance classroom instruction and cooperative relationships between teachers, students, and parents.

Teachers, the principal, and/or other school staff may use reasonable force to restrain or correct a student's behavior if their personal health/safety, or that of other students or employees is threatened. Each of the teachers at Sanders Middle School will be working with a positive behavior management program in their classroom. The purpose is to provide a positive approach to classroom and general school discipline.

Discipline Procedures

Students who are suspected of being in violation of school rules/regulations and/or safety issues (other than disruptions) will be referred to the school administration by means of a Disciplinary Referral Form. An administrator's conference will be held with the student. If a student disrupts in the classroom, the Responsible Thinking Process and the Responsible Thinking Center (RTC) will be utilized by staff.

Hall Passes

Students must have a hall pass from a teacher in order to be in the hall during class periods. Students may not leave class until filling out the teacher's sign-out log, and must sign back in upon return to class. Only one student from a classroom may use a hall pass at any given time. If a student is caught in the hallway without a hall pass, that student will be required to spend one lunch detention with the teacher who failed to provide the pass. There are absolutely NO exceptions.

Student Conduct

Students at SMS have the right to a quality education, free from unnecessary disruptions and distractions. Effective and appropriate learning occurs more readily in a school/campus environment relatively free from behavior problems. Disruptions by students will be handled first at the classroom level, and next at the Responsible Thinking Center (RTC). The total school community (parents, students, school staff, and community) members share in the responsibility for maintenance of a positive campus climate. The administration, teaching staff, and other school personnel have the responsibility to determine when a student's behavior is inappropriate, disruptive, or in violation of school rules and regulation.

Student Rights & Responsibilities

Student Rights

1. The Right to a comfortable, safe, and secure atmosphere, in which to follow his/her educational pursuits.
2. The Right to be treated with dignity and respect, and to expect a reasonable degree of privacy.
3. The Right to a middle school education at his/her level of capability and of such substance and kind as to meet his/her present and future needs.
4. The Right to be informed of school regulations, policies, procedures, and the consequences of violating such regulations.
5. The Right to participate in the establishment of the educational and social policies of Sanders Middle School.
6. The Right to access records concerning their academic, social, and disciplinary behavior and to expect that their records will be considered confidential.
7. The Right to Due Process in instances of disciplinary actions that may lead to suspension or expulsion from Sanders Middle School.
8. The Right to freedom of inquiry and expression concerning school and community affairs.
9. The Right to practice his/her own cultural values, language, traditions, and religion. The practice of the above rights must not violate specific school regulations and rules.
10. The Right to expect that school policies and actions will not discriminate on the basis of sex, religion, or ethnic background.
11. The Right to freedom from unreasonable search and seizure of his/her person or property, to a reasonable degree of privacy, and to a safe and secure environment.
12. The Right to make his/her own decisions where applicable.

Student Responsibilities

1. The Responsibility to follow the rules of Sanders Middle School to protect personal rights and the rights of other students and staff.
2. The Responsibility to treat others with dignity and respect, and to give them privacy.
3. The Responsibility to meet the academic requirements and policies as set forth in school regulations.
4. The Responsibility to learn and comply with the school regulations, policies, procedures, and the consequences following violations of them.
5. The Responsibility to follow the educational and social policies of Sanders Middle School.
6. The Responsibility to understand the necessity for such records, to respect the confidential nature of records, and to use them in a proper manner.
7. The Responsibility to understand Due Process, to participate willingly in the Due Process proceedings, and to accept the consequences of these proceedings.
8. The Responsibility to respect other students' right to these freedoms.
9. The Responsibility not to impose his/her beliefs and practices upon others.
10. The Responsibility to inform administration if they believe discrimination is taking place.
11. The Responsibility to ensure the safety of the school and students by leaving dangerous or illegal things at home, and reporting to the administration if when aware of someone having these types of items.
12. The Responsibility to accept the consequences of their decisions.

Disciplinary Action – Suspension and Expulsion

Appeal

In the event that a student feels he/she has not been dealt with justly or the proper process has not been followed, he/ she may appeal the decision to the Superintendent. If an appeal is to be made, the student must inform the principal **by the end of the next school day, after the assignment of the penalty.**

Vandalism

Our school and school equipment is public property. The school requires that vandal damage be paid for before a student is allowed to return to class. If a student accidentally causes damage, he/she should report it to a teacher immediately so that the damage is not misconstrued as vandalism.

Contraband Items

Students must not bring items to school that could cause injury to other students, staff or themselves. Students should not bring any item to school that may cause a disruption of the educational process. Please review the list of contraband items, but understand that this is not a complete list. **If the item is dangerous and could cause injury to someone or something it must be left at home. If the item is illegal for children to have, it must be left at home.**

Examples of Contraband Items that should not be brought to school:

- Bandanas
- Permanent markers
- Lighters
- Knives
- Razor blades
- Gun
- Spray paint
- Hair spray
- Cologne
- Fart spray
- Stink bombs
- Pepper spray
- Mace
- Firecrackers
- Squirt guns
- Toy guns
- Squirt bottles
- White-out
- Tobacco products
- Drugs
- Rope
- Wire
- Chains
- Water balloons
- Alcohol
- Stereos/Bluetooth Speakers
- Laser pointer
- Rubber cement
- Vape pens
- Matches
- Safety pins
- Energy drinks
- Dice

Any item that is taken from a student will be turned in to the office. The student's name, teacher, date, and a description will be attached to the item. These items must be picked up by the parent/guardian. Any illegal or dangerous items will be turned over to law enforcement.

Due Process

Any student who is involved in disciplinary action is entitled to due process. A student whose behavior is alleged to be in violation of the school's rules may be referred to the administration. In every such incident, a written report/referral that specifies the violation must be prepared by the person initiating the referral. The student will be informed of the charges against him/her. He/she will then have the opportunity to respond. The administrator will then assign the appropriate penalty as established by the discipline policy.

Expulsion

Expulsion of a student from a district school is a discretionary power of the Governing Board under the provision of A.R.S. 15-341, 25-342, and 15-843. The Board alone has the authority to exercise the power of expulsion of a student from the schools.

Interrogations and Searches

It is the responsibility of the school administration to make an effort to act on behalf of parents in their absence with respect to interrogations by law enforcement officials. A parent or school administrator may be present during these interrogations, except when interviews are conducted by a Department of Child Safety pursuant to A.R.S. §§ 8-802(B) and 8-471(E)(3).

When a student is taken into custody (arrested), the arresting officer will be requested to notify the student's parents/guardian. The arresting officer will be asked to complete and sign a "Form for Signature of Arresting Officer". School personnel will make every reasonable effort to make sure parents have been notified that a student has been taken into custody. District personnel will cooperate fully with the police. When the arrest is formally made, the district and its employees no longer exercise jurisdiction over the student.

The administration has the right to search and seize property, including school property temporarily assigned to students, such as lockers, when there is reason to believe that some material or matter detrimental to health, safety, and welfare of the student(s) exists.

Items provided by the District for storage (e.g., lockers, desks) of personal items are provided as a convenience to the student, but remain in the property of the school, and are subject to its control and supervision.

Personal Electronic Devices

Students are not allowed to use personal electronic devices (cell phones, iPODs, iPADs, CD players, cameras, etc.) during class time. All electronic devices, including but not limited to cell phones, must be put on silent, put away, and kept out of sight during classes. These items will be considered contraband items and confiscated by the teacher if they are taken out or used during class time. **The school will not be responsible for lost, broken, or stolen property.**

The policy for dealing with these contraband items will be as follows:

- 1st Offense: The device will be confiscated and the student may pick it up from the office at the end of the day.
- 2nd Offense: The device will be confiscated and held in the office to be picked up by the parent at the end of the day.
- 3rd Offense: The device will be confiscated and held by the Dean of Students or the Principal, and may be picked up by the parent during an administrative conference.

If a student's phone is lost or stolen during the school day, we will NOT investigate, as we are not responsible for lost or stolen personal property. We highly recommend that students leave their personal devices safely secured in their lockers.

Possible Disciplinary and Corrective Actions

1. Informal Conference/Warning – A school official (teacher, administrator, or counselor) will talk to the student and try to reach an agreement regarding how the student should behave.
2. Administrative Referral Conference – A formal conference will be held between the student and one or more school officials(s).
3. Suspension from Extracurricular Activities – A student's privilege to participate in or attend any extracurricular activities and school sponsored events will be suspended for a specified time based on the nature of the infraction.
4. Work Detail – The student may be assigned to pick up trash, sweep the halls, clean the bus seats or other work as decided appropriate to the specific situation.
5. Detention – Students are assigned to detention during lunch or after school for specified infractions.
6. Responsible Thinking Center (RTC) – Students who are disrupting the classroom will be sent to the RTC to create a plan for improving their behavior.
7. In-School Suspension (ISS) – Students may be assigned to ISS for a specific number of hours or days, depending on the circumstances surrounding the incident. The student remains at school, but is isolated from the other students.
8. Out-of-School Suspension (OSS) – Following an administrative conference, a student may be suspended for up to ten (10) days depending upon the infraction.
9. Long-Term Suspension – Suspension in excess of 10 days. The student is informed that he/she is subject to a long-term suspension (eleven days or more). The student is also informed regarding the due process procedure, which includes a hearing conducted by an impartial hearing officer. The student's parent(s) or legal guardian(s) will be notified by

phone and/or certified letter, and may be visited by the parent liaison. The notification will include information regarding the due process procedure.

10. Saturday Diversion Program – Students involved in alcohol or drug related offenses may be referred to the Saturday Diversion Program where an individual contract will be made with, and counseling received by, the student. Saturday Diversion lasts for four Saturdays and a parent/guardian must attend with the student. This program will only be available if funding allows for it.
11. Summary Suspension – A student may be suspended for an indefinite period of time, even though the penalty is not specified in the violation section. Suspensions of this type are made when it is necessary to remove the student from school in order to eliminate a clear and present danger.
12. Expulsion – Expulsion is a permanent removal from the school. Other schools in the state may not enroll a student who has been expelled. Students are generally long-term suspended during the process. The process includes a formal hearing following due process procedures. Only the Governing Board has the right to expel, and will determine whether or not such punishment is applicable following the recommendation of the hearing officer.
13. Police Notification – For specific infractions that may be in violation of the criminal code, the school may notify the police. The school administration reserves the option of whether or not to press charges.

Suspension

The policy of Sanders Middle School, which relates to student suspension, is in accordance with Arizona Revised Statute 15-803 which reads in part, "...The authority to suspend a pupil from school is vested in the Superintendent, Principal, or other school official granted this power by the Governing Board of the school district. In all cases of suspension, it shall be for good cause and shall be reported within five days to the Governing Board by the person imposing it."

Typical causes for suspension include continuous and willful refusal to follow directives (insubordination), disorderly, vicious, illegal or immoral conduct, or persistent violation of school regulations or zero tolerance issues. This includes violation of narcotics laws, use of alcoholic beverages, violence, use of weapons, or violation of any local, state or federal law.

The length of suspension will be determined by school authorities and will reflect the current infraction committed as well as prior infractions. Parents or guardians will be notified of the action taken and will have complete custody and jurisdiction of their student during the suspension. Students who are suspended for more than 18 days will be automatically withdrawn as per state law, and will have to re-enroll in order to attend school.

A suspended student may not loiter or appear on school property, or at any school sponsored activity, at or away from school. A student will be readmitted to school after a satisfactory consequence or solution to his/her conduct is achieved. The school will assist parents whenever possible by recommending services and agencies that may be of assistance. The student will be responsible for any work missed during the suspension. It will be his or her responsibility to collect and turn in work for the time they are suspended.

Zero Gang Tolerance

Demonstration of gang affiliation, gang actions, activity or gang appearance is prohibited by board policy. The current gang related criteria that are prohibited and subject the student to disciplinary action, including suspension, long-term suspension and expulsion are:

- Sagging (LA drops)
- Extra-long braided belts
- Bandanas
- Hats (gang marked)
- Colors (gang-identified)
- Oversized flannel shirts
- Extra-large baggy pants in combination with other criteria
- Exposed boxer shorts
- Black lipstick
- Hair nets
- Gang tattoos
- Black painted fingernails
- Dickies (pants and shorts)
- Belt buckles with Olde English lettering
- Knee high tube socks
- Pants cuffs tucked into shoes
- Any writing or other markings on attire, possessions, or skin reflecting negative group affiliation

Prohibited Gang Activities and Actions:

- Monikers (gang nicknames)
- Gang style writing (crossing out, etc.)
- Gang tagging
- Gang graffiti
- Students dressed in gang attire, walking in large, intimidating groups
- Hand signs (flashing)
- Gang slang
- Mad dogging (intimidating stare down)
- Recruiting
- Dice/gambling

Miscellaneous

Emergency Drills

Emergency drills (fire, evacuation, lock down, shelter-in-place, etc.) are conducted periodically, as required. Detailed escape plans are posted inside the door of each classroom. When a drill occurs, students and teachers will follow the established procedure for the particular kind of drill called. Teachers will account for all of their assigned students. When students are evacuated to the outside, students will form into groups by classes in their designated areas so that the teacher may check for attendance to ensure that every student is accounted for.

Lunch

Please refer to the Master Schedule for the times on various days.

Substitute Teachers

Every student will periodically be taught by a substitute teacher. Students are expected to be extra courteous to substitute teachers. Any misconduct in the classroom will be dealt with immediately and upon return of the regular classroom teacher.

Valuables

The school cannot be responsible for valuables that students bring to school. It is recommended that students leave all valuables at home. Therefore, expensive jewelry, money, electronic

equipment, sentimental items, expensive items, etc. should be left at home. If special circumstances make it necessary for a student to bring substantial cash or other important possessions to school, these items can be safeguarded by leaving them in the school safe at the front office. Students are also provided individual lockers and personal combinations to keep their belongings safe.

Visitors

All visitors are required to report to the school office upon entering the building to get and wear a Visitor's Pass. Visitors must have a pass to enter the school beyond the lobby during the school day. Parents are welcome and encouraged to visit the school. When requesting to visit a classroom, advanced notice is appreciated, but is not required.

Parents wanting to simply speak with their student will make their request at the office, and must wait in the lobby for the student to come up from their classroom. Parents or other visitors will not be allowed to accost or speak to other students (not their own) or to belittle or speak harshly to their own student.

Student Services

Cafeteria Meals

Sanders Unified School District takes part in the National School Lunch Program and School Breakfast Program. Meals are served every school day. **THERE IS NO CHARGE TO STUDENTS FOR BREAKFAST OR LUNCH.**

Counselor

A School Counselor is a part-time staff member at Sanders Middle School. Her office hours are from 7:30 a.m. to 11:15 a.m. The Counselor is available every morning to assist students with questions regarding class scheduling, career choices, social problems, and crisis situations. Students are encouraged to make use of the School Counselor when needed, by stopping by her office or by arranging for an appointment through the school secretary.

Health Aide

The school part-time Health Aide's office is located by the front door of the library. Her office hours are from 7:30 a.m. to 11:15 a.m. The Health Aide is responsible for the maintenance of health records, routine health checks, parental contacts concerning health problems, care of minor injuries, and assistance in health teaching and vision screening. Please be sure to contact the Health Aide if you have any unusual health problems.

Students who become ill should request permission to report to the Health Aide for assistance. If necessary, parents will be contacted. Students will only be transported to the hospital in emergency situations. It is the responsibility of the parent to schedule appointments and provide transportation for their children if they wish to be seen by a doctor or dentist. In case of accidents, students should report immediately to their teacher, who will take appropriate action. **ALL ACCIDENTS, REGARDLESS OF THEIR SERIOUSNESS, SHOULD BE REPORTED TO THE OFFICE.**

The Health Aide will administer prescription medication or over-the-counter drugs, as outlined in School Board Policy. In both cases, written permission must be provided by the parent for the administering of all medication. ***In no case, other than inhalers, should students keep medication, prescription or over-the-counter with them throughout the day (example: Ibuprofen, Midol, Advil, and Aspirin).*** Students must deliver the medication to the Health Aide first thing in the morning. This includes sports and all extracurricular activities, as students are precluded from carrying/administering their own medication at any school-sponsored event.

Library

The library is open to students from 8:00 a.m. to 3:34 p.m. on Mondays and Fridays, and from 10:00 a.m. to 3:34 p.m. on Wednesdays. Students may use the library during lunch. Students may use the library during class time with the permission of their teacher. They may use the library to read, check out books, return books, use audio-visual materials, do reference work, or work on special projects. Each student may check out up to two books for a period of up to two weeks. There is no fine for overdue books, but families must reimburse the cost of lost or damaged books. The library collection is constantly updated and expanded. Books are chosen for either their educational or recreational value. A variety of audio-visual material is available through the library for teacher use in the classroom.

Transportation

Accidents or Emergencies

In case of an accident or emergency, older students should help the driver to maintain order and assist younger students. Students must stay in the bus, unless directed by the driver to exit. If students must leave the bus, they should stay in a group and obey the driver's instructions. Do not expose yourself or others to needless hazards.

Bus Conduct and Safety

Please remember that riding our buses is a privilege, NOT a right. Students must follow all district policies and rules while riding on the bus, or may run the risk of being suspended indefinitely from the bus. All school and district rules and policies apply to the bus AND the bus stop. The bus-specific rules are as follows:

- Please be on time at the pickup point. Leave home in good time so that you will arrive at the pickup point before the school bus.
- If you have to walk along the road to reach the bus stop, walk on the left side facing oncoming traffic. Walk on the shoulder of the road where possible, and not on the travelled portion.
- If other students are waiting at the bus stop, get in line without pushing or crowding, and stay off the roadway. Since buses will be combined this year, please allow little children to be in the front of the line so they can board first. Please assist them as necessary.
- Line up in single file, with younger students in front, so they can board first.
- Wait until the bus comes to a complete stop before attempting to get on board. Board the bus quickly, but without crowding or pushing.

- Never run on the bus, as the steps or floor may be slippery, especially in the winter time. Place your foot squarely on the step, not on the edge, and use the handrail. Be particularly careful if you are carrying books or packages, as it is difficult to see the steps and to hold the handrail.
- Go directly to your seat and sit straight, well to the back of the seat, and face the front of the bus. Keep your feet in front of your seat, and not in the aisle.
- The bus will not move until all passengers are seated.
- Remain seated throughout the trip, and leave your seat only when the bus has reached its destination and comes to a complete stop.
- Keep your books and packages on your lap or under the seat.
- Keep the aisle clear.
- Do not talk to the driver except in case of emergency. Avoid doing anything that might disturb the driver or interfere with his/her work.
- Refrain from loud or boisterous talking or yelling.
- Never stick hands, arms, head, or feet out of the windows of the bus.
- Do not open windows without the driver's permission.
- Do not throw anything within the bus or out of a window; you might injure a pedestrian or force a motorist to make a dangerous maneuver.
- Do not touch the emergency door or exit controls, or any of the bus safety equipment.
- Do not leave trash in the bus.
- Eat at home or school, but not on the bus.
- Promptly obey the directions and instructions of the school bus driver.
- Remain seated until the bus has reached its destination and comes to a complete stop.
- Do not push or crowd when leaving the bus.
- If you must cross the road, walk to a point about ten feet in front of the bus, but do not cross until you can see the driver and he/she has indicated that it is safe to do so.
- As you cross the road, look continuously to the right and left.
- At an intersection, look in all directions. Cross at right angles. Never cross the highway diagonally.
- Walk briskly across the road, but do not run.
- Never cross the road behind the bus.
- *We are not responsible for investigating the events surrounding items that were lost or stolen on the bus.*

Bus Route and Operating Policies

Bus routes and stops are planned and established by the transportation director. Parents who wish to make requests for changes in routes or stops should contact the transportation office. Students and parents are encouraged to notify the school immediately of any safety hazards which they have observed during bus operations.

Procedures Followed When Students Misbehave on the School Bus

When a student misbehaves on a bus for the first time, the driver will talk to the student, trying to make him/her realize that he/she must behave. If, after talks and a warning, the rider continues to

be a nuisance, the driver will inform the student that he/she will be reported to the principal. This report will include the use of a written form that lists the infractions and the action taken by the principal. Upon receiving the complaint and discussing it with the driver, the principal or dean of students will then call the student to the office. The principal will talk to and warn the student about the improper behavior, and will also notify the parents of the problem to warn them that if misbehavior reoccurs, the student will be put off the bus. If poor conduct continues, the driver will again report the incident to the principal. After discussion it will be decided whether to take the bus riding privilege away from the student, and if so, for how long. When a student is not allowed transportation by school bus, the principal or dean of students will inform the parents of the penalty, the reason for it, and how long the penalty will last. In such cases, the parents become responsible for seeing that their child gets to and from school safely. When a student is put off the bus, he will be refused transportation by all drivers for the specified period of time, including transportation for extracurricular events. It continues to be the parents' responsibility to make sure the student arrives at school on time and is picked up after school in a timely manner.

Prohibited Items

- No food or beverages are allowed on the school bus.
- No tobacco or vape pens are allowed on a school bus.
- No alcoholic beverages are allowed on a school bus.
- No insects, reptiles, or other animals, dead or alive, may be brought or carried onto a school bus.
- No weapons, explosive devices, harmful drugs, or chemicals may be brought or carried onto a school bus.

Appendices

SUSD Discipline Matrix

PROGRESSIVE RANGE OF CONSEQUENCES 1 – 9+

The range of consequences identified in this matrix are guidelines, and school administrators retain authority and discretion to impose any punishment appropriate under the circumstances.

- 1) INFORMAL STUDENT CONFERENCE
- 2) TIME-OUT ASSIGNED / RTC (CREATE A PLAN)
- 3) LUNCH DETENTION ASSIGNED / PRIVILEGES RESTRICTED
- 4) 1 – 3 DAYS IN-SCHOOL (ISS) OR OFF-CAMPUS SUSPENSION (OSS)
- 5) 3 – 5 DAYS IN-SCHOOL (ISS) OR OFF-CAMPUS SUSPENSION (OSS)
- 6) 5 – 9 DAYS IN-SCHOOL (ISS) OR OFF-CAMPUS SUSPENSION (OSS)
- 7) 9 DAYS OFF-CAMPUS SUSPENSION PENDING LONG TERM SUSPENSION
(SATURDAY DIVERSION MAY BE OFFERED IN LIEU OF LONG TERM SUSPENSION)
- 8) RECOMMENDATION FOR LONG TERM SUSPENSION
- 9) RECOMMENDATION FOR EXPULSION

ALTERNATIVE DISCIPLINE SUCH AS SCHOOL PROBATION CONTRACTS
MAY BE IMPOSED.

PARENTS AND LEGAL AUTHORITIES MAY BE NOTIFIED AT ANY TIME.

TYPE	DESCRIPTIONS	PROGRESSIVE	RANGE
AGGRESSION			
**AGGRAVATED ASSAULT	A.R.S. 13-1204. Aggravated assault is committed if the person commits the assault knowing or has reason to know the victim is a teacher or other person employed by the school and the teacher or other school employee is upon the school grounds or grounds adjacent to the school or is in any part of a building or vehicle used for school purposes.	1 st offense Repeated offenses	8-9 9
AGGRESSIVE ACT (MINOR) (Excessive Horseplay) (Malicious Mischief)	Student engages in non-serious but inappropriate physical conduct, i.e., hitting, poking, pulling, or pushing. Examples include: throwing rocks, snowballs, or food; shooting stink bombs, poppers, spit wads, rubber bands, pins or staples; play fighting, tripping students in the hallways or classrooms, playing games like hacky-sack or quarters where students are physically hit or assaulted after failing a specific task; stuffing others in trash cans; purposefully splattering ketchup, or other behaviors that demonstrate low level hostile behaviors.	1 st offense Repeated offenses	1-7 4-9
*ASSAULT	A.R.S. 13-1205. Assault; A person commits assault by: 1. Intentionally, knowingly, or recklessly causing any physical injury to another person; or 2. Intentionally placing another person in reasonable apprehension of imminent death or physical injury; or 3. Knowingly touching another person with the intent to injure, insult, or provoke such person. An assault is a physical attack by one person, or group of persons, upon another person, who does not want to engage in the conflict and who has not provoked the attack.	1 st offense Repeated offenses	7-9 8-9

DISORDERLY CONDUCT (Disruption of the school environment)	13-2904. Disorderly conduct: Any conduct and/or inappropriate behavior which is disruptive to orderly educational procedures and disturbs the learning environment necessary in the classroom/school. Disruption of the school environment is a misdemeanor, and the authorities can be notified. (May include FALSE 911 call.)	1 st offense Repeated offenses	1-7 2-9
*ENDANGERMENT	13-2904. Endangerment: Person knowingly commits endangerment by recklessly endangering another person with a substantial risk of imminent death or injury.	1 st offense Repeated offenses	3-8 5-9
*FIGHTING	Mutual participation in an incident involving physical violence, where there is no major injury. The rule of “mutual competency” will be used to determine whether or not a fight involved both parties. In order for a conflict to be one-sided the investigation must prove that the victim turned and walked away at least once and did nothing physically or verbally to cause the conflict situation to escalate. At the middle and high school, any time physical contact is made the consequence will automatically be a minimum 5 days off-campus suspension.	1 st offense Repeated offenses SES	6-9 7-9 1-6
RECKLESSNESS	Unintentional, careless behavior that may pose a safety risk for others. (May include FALSE 911 call.)	1 st offense Repeated offenses	1-4 2-9
VERBAL PROVOCATION (Verbal Abuse) (Gossip/Slander) (Rumors)	Use of language or gestures that may incite another person or other people to fight. Any verbal act that is intended to injure, degrade, intimidate, aggravate, emotionally harm, disgrace, or hurt the feelings and/or reputation of another student. The rule is “If you cannot say anything nice, don’t say anything at all.” (Don’t spread rumors.)	1 st offense Repeated offenses	1-4 2-6
ALCOHOL, TOBACCO and OTHER DRUGS			
*ALCOHOL VIOLATION (including simulated alcoholic beverage)	The possession, use, distribution or sale of intoxicating alcoholic beverages or substances represented as alcohol. This includes being intoxicated at school, school-sponsored events, and on school-sponsored transportation. This violation includes any off-campus use or transaction that intentionally or unintentionally affects the school process for any student.	1 st offense Repeated offenses	7-9 7-9
**DRUG VIOLATION (including any simulated drugs)	The unlawful use, distribution, sale, purchase, possession or transportation 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 or school-sponsored transportation. Examples of drugs are inhalants, prescription drugs, over the counter, and illicit (marijuana, heroin, methamphetamine, etc.). Category includes over-the-counter medications if abused by the student, bringing drug paraphernalia (example: marijuana pipe) to school, coming to school or school-sponsored events under the influence of any non-prescribed drug or narcotic, coming onto the campus under the influence	1 st offense Repeated offenses	7-9 7-9

	of a controlled substance or narcotic consumed off-campus.		
*TOBACCO VIOLATION (including any simulated drugs)	Possession, use, distribution or sale of tobacco products such as cigarettes, cigars, cigarette papers, smoking or chewing tobacco on school grounds, at school-sponsored events and on school-sponsored transportation. This violation includes any off-campus use or transaction that intentionally or unintentionally affects the school process for any student.	1 st offense Repeated offenses	4-7 5-7
ARSON			
**ARSON	The malicious or fraudulent burning of property or causing a fire or explosion.	1 st offense Repeated offenses	7-9 7-9
ATTENDANCE			
ATTENDANCE POLICY VIOLATION (unexcused excessive absences or tardies)	Violation of state, school district, or school policy relating to attendance. This includes but is not limited to: unexcused absence, truancy (A.R.S. 15-8030, leaving school grounds or being in an – out-of-bounds area during school hours without the permission of the school administration, and other attendance violations defined by school district policy.	1 st – 3 rd offenses Repeated offenses	1-6 5-7
TARDINESS	Arriving at school or class after the scheduled start time. When a student is not in his/her assigned work area when the tardy bell rings and/or without necessary materials.	1 st – 2 nd offenses Repeated offenses	1-2 3-5
HARASSMENT, THREAT and INTIMIDATION			
BULLYING	Repeated acts over time that involve a real or perceived imbalance of power with more powerful student or groups of students attacking those who are less powerful. Bullying can be in physical form (e.g., pushing, hitting, stalking, kicking, spitting, stealing); verbal (e.g., making threats, taunting, racial slurs, teasing, name-calling); cyber (online or via technology), or psychological (e.g., social exclusion, spreading rumors, manipulating friendships, etc.)	1 st offense Repeated offenses	1-4 2-6
HARASSMENT	Harassment includes anonymously or otherwise communicating or causing a communication with another person by verbal, electronic, mechanical, telegraphic, telephonic or written means in a manner that harasses; continuing to follow another person in or about a public place for no legitimate purpose after being asked to desist; repeatedly committing an act or acts that harass another person; surveilling or causing another person to surveil a person for no legitimate purpose.	1 st offense Repeated offenses	1-4 2-6
HAZING	Hazing, or any solicitation to engage in hazing, is strictly prohibited. Hazing means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply: (a) The act was committed in	Any offense	4-9 Plus team dismissal

	connection with an initiation into, an affiliation with or the maintenance or membership in any organization that is affiliated with an educational institution; (b) The act contributed to a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation.		
STAFF MEMBER THREATS	When a person indicates by word or conduct the intent to cause physical injury or serious damage to a staff member at SUSD or their property.	Any offense	7-9
THREATS / INTIMIDATION	When a person indicates by word or conduct the intent to cause physical injury or serious damage to a person or their property. Examples: "You'd better watch your back." Getting up close in another person's face in a hostile manner. Includes: email, internet, text messaging, and all other forms of cyber bullying. *Any death threat	1 st offense Repeated offenses 1st offense	2-9 3-9 7-9
LYING, CHEATING, FORGERY, PLAGIARISM			
CHEATING / COPYING OTHERS' WORK, PLAGIARISM	Copying or substituting others' work in place of doing your own.	1 st offense Repeated offenses	2-4 + grade of "0" on assignment 4-8 + grade of "0" on assignment
FORGERY	Writing and using the signature or initials of a staff member, parent or another person.	1 st offense Repeated offenses	1-4 2-8
IMPEDING AN INVESTIGATION (Lying)	In any way not cooperating with an ongoing investigation (Examples: lying, withholding information)	1 st offense Repeated offenses	4-9 6-9
LYING	Giving false information or information calculated to mislead.	1 st offense Repeated offenses	1-4 2-5
SCHOOL POLICIES, OTHER VIOLATIONS OF			
ACADEMIC NON-COMPLIANCE	Student refuses to complete assigned work, refuses to complete classwork, or refuses to pursue the assigned course of study.	1 st offense Repeated offenses	1-4 2-9
BUS MISCONDUCT	Violating bus rules. Consequence may include possible revocation of bus riding privileges.	1 st offense and Repeated offenses	Refer to Bus Discipline Matrix (contact Transportation Dept. for a copy)
DISRUPTION IN CLASS	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling or screaming; noise with materials; horseplay or roughhousing; or sustained out-of-seat behavior.	1 st offense Repeated offenses	1-3 2-6

DRESS CODE VIOLATION	Student wears clothing that does not fit within the dress code guidelines stated by the school or district policy.	1 st offense	1-4
		Repeated offenses	2-8
GAMBLING	Student plays games of chance for money or bets a sum of money on games of chance.	1 st offense	1-4
		Repeated offenses	3-8
INSUBORDINATION / DEFIANCE OF AUTHORITY	Student refuses to follow directions, talks back, or delivers socially rude interactions. Student refuses to comply with reasonable requests and directives of school personnel.	1 st offense	1-4
		Repeated offenses	2-9
LANGUAGE, INAPPROPRIATE (Gestures included)	Student delivers verbal messages or hand gestures to other students that include swearing, name calling, or use of words or gestures in an inappropriate or vulgar way.	1 st offense	1-4
		Repeated offenses	2-6
LANGUAGE, INAPPROPRIATE TOWARD STAFF (Staff Verbal Abuse)	Student blatantly verbally attacks any school personnel. Examples are: threatening a staff member, calling a staff member inappropriate things, telling a staff member off, telling a staff member to shut up, etc.	1 st offense	5-9
		Repeated offenses	5-9
		SES	1-9
LITTERING	Any act that deposits trash/debris on the floor, ground, counters, desks, etc. which should be placed in a trash can. Consequence may include assigned school campus cleanup.	1 st offense	1-4
		Repeated offenses	2-6
NEGATIVE GROUP AFFILIATION (Gang Activity)	Specific attitudes and actions of a student affiliated with a negative group. To exhibit signs of gang affiliation, such as threats to rival gang members, throwing gang signs, wearing of distinctive gang attire, use of gang names or monikers, displaying swastikas, etc.	1 st offense	1-7
		Repeated offenses	5-9
PUBLIC DISPLAY OF AFFECTION	Holding hands, kissing, embraces, intimate touching or other displays of affection in violation of school policy. This includes any visible display of affection in the halls, classrooms, anywhere on campus or on school related trips.	1 st offense	1-3
		Repeated offenses	2-8
REMOVAL FROM RTC ROOM	The RTC room / time-out room is for the RTP process. If a student violates RTC rules, the student is automatically suspended, and parents will be required to pick up their student.	1 st offense	4-7
		Repeated offenses	4-9
SCHOOL THREAT			
*BOMB THREAT **CHEMICAL OR BIOLOGICAL THREAT *OTHER THREAT	Any threat (verbal, written or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or to harm students or staff of SUSD. Includes bomb threat, chemical or biological threat, and any other school threat. Any act that might reasonably lead to the evacuation or closure of any property of the SUSD.	1 st offense and Repeated offenses	7-9
FIRE ALARM MISUSE	Intentionally setting off fire alarms, fire extinguishers or pulling out fire hoses.	1 st offense	7-9
		Repeated offenses	7-9
SEXUAL OFFENSES			

PORNOGRAPHY (possession of, accessing inappropriate websites)	Pornography is the sexually explicit depiction of persons in words or images. Violation includes possessing, wearing, writing, or drawing any written or graphic material which shows nudity, sexual acts, or refers to sexual behaviors (example: pictures from magazines, condoms, etc.)	1 st offense Repeated offenses	1-5 3-9
SEXUAL ABUSE / SEXUAL HARASSMENT	Unwelcome conduct of a sexual nature that denies or limits a student's ability to participate in or receive benefits, services, or opportunities in the school program. This includes unwelcome sexual advances, and other verbal, nonverbal, electronic or physical conduct of a sexual nature.	1 st offense Repeated offenses	2-8 5-9
TECHNOLOGY, IMPROPER USE OF			
COMPUTER	Using school computers for things other than school related work. Intentionally mistreating the computer equipment. Damaged equipment will require restitution.	1 st offense Repeated offenses	1-4 2-8 + loss of use
NETWORK INFRACTION (Internet)	Using the computer to enter unauthorized web sites.	1 st offense Repeated offenses	2-4 + loss of use 2-4 + loss of use
TELECOMMUNICATION DEVICE (electronics)	Use of cell phones while on campus is prohibited. Music players may be used with one earplug in only with direct approval from the instructor.	1 st offense Repeated offenses	Item confiscated
THEFT			
EXTORTION / BRIBERY	The solicitation of money or something of value from another person in return for protection or in connection with a threat to inflict harm.	1 st offense Repeated offenses	4-9 3-9
THEFT	Taking or attempting to take money or property belonging to another person or the school with the intent to permanently deprive the victim of his or her possessions. Stolen items prohibited by school rules from being on campus will not be cause for investigation.	1 st offense Repeated offenses	1-5 3-9
TRESPASSING			
TRESPASSING	To enter or remain on campus without authorization or invitation and with no lawful purpose for entry. This includes students who enter and/or remain on campus after being directed to leave by the administration. Also includes students who are in areas of the school building or campus without permission.	1 st offense Repeated offenses	1-5 3-9
VANDALISM			
GRAFFITI / TAGGING	Writing on walls, drawings or words that are scratched, painted, sprayed on walls or other surfaces in public places. Intentionally defacing posters, art work, murals, signs, etc. posted throughout the school.	1 st offense Repeated offenses	1-4 3-6
VANDALISM OF PERSONAL / SCHOOL PROPERTY	Willful destruction or defacement of school or personal property. Examples – destroying school computer records, carving words into desks, damaging vehicles. Consequence will include restitution.	1 st offense Repeated offenses	2-9 6-9

WEAPONS AND DANGEROUS ITEMS			
COMBUSTIBLES	Student is in possession of a substance or object that is readily capable of causing bodily harm or property damage, i.e., matches, lighters, firecrackers, gasoline and lighter fluid.	1 st offense	4-8
		Repeated offenses	5-9
**WEAPONS (JICI) (including simulated weapons and/or toy look-alikes)	The possession or storing of a dangerous firearm, dangerous instrument, destructive device, simulated firearm or the use of an object to inflict bodily injury to another person. Pocket knives, BB or pellet guns, brass knuckles, nun-chucks, razor blades / box cutters, clubs, air-soft or paintball guns, taser or stun guns, and letter openers fall under this category.	1 st offense	7-9
		Repeated offenses	7-9

SUSD Responsible Thinking Process (RTP)

1. What is the purpose of the SUSD Responsible Thinking Process?

The purpose of Sanders Unified school District’s Responsible Thinking Process is to create a safe environment, conducive to learning, free from disruptive behavior, where students develop the ability to become self-disciplined.

2. What is the basis of RTP?

RTP is based on Perceptual Control Theory and the book, Discipline for Home and School by Edward. E. Ford. Simply stated, the Perceptual Control Theory says, “Human beings act when they are trying to control their perceptions of the world to make it conform to internally set goals” (Ford, 1997). In other words, we change our actions only when we see a difference between our present situation and what we want.

3. What is the Responsible Thinking Process?

The goal of this process is to help children to think in such a way that their actions demonstrate respect for the rights, safety, and learning of others. In many instances people do things to get what they want but often pay little attention to whom it hurts or what may happen as a result of their actions. By asking the children a series of questions, they are taught to think responsibly about what they have done and the choices they have made. Through this questioning process children are not being told how to act, but instead are being taught to think. RTP is not based on rewards and punishments because that places the responsibility for actions on the shoulders of the person in authority instead of on the shoulders of the child, where it belongs. Mutual respect is fostered through the questioning process. Children learn, with assistance, how to make a plan to help them deal with future situations. Confidence is built when students make their own choices to obey the rules, and by doing that, experience success.

4. What happens when children choose to break a rule?

SUSD has one “Golden Rule” from which all other rules stem: We will respect the learning, safety and rights of others. When children choose to break a rule they are asked a series of key questions in a calm and curious tone:

- a. What are you doing?
- b. What are the rules? (Is that OK?)
- c. What happens when you break the rules?
- d. Is that what you want to happen?
- e. What do you want to do now?
- f. What will happen if you disrupt again?

In many cases the questioning process alone will help students get back on task. If children avoid answering a question, it is repeated. If they persist in not dealing with the situation the teacher asks, “Do you want to work on this or not?” If they continue to avoid dealing with the situation, or if they disrupt a second time that day, the children have chosen not to follow the rules and have chosen to go to a restricted area. At this time the teacher says:

- a. What are you doing?
- b. What are you supposed to be doing?
- c. What will happen the next time you disrupt the class?
- d. I see you have chosen to leave.

Once these statements are made, children must leave immediately and go to the Responsible Thinking Classroom (RTC).

5. What happens when students choose to go to the Responsible Thinking Classroom (RTC)?

The RTC is a place where children are taught how to think for themselves, deal with their problems through effective plan making and develop self-discipline. At first, students may perceive this room as punitive, like a detention room. However, they quickly learn that this is a place where they are treated with respect. They see it as a place where others care about them and want to see them succeed. Students are asked to sit at a desk and are not allowed to talk or disturb others. Students may sift through their thoughts, study, work on a plan, rest, or even sleep. They remain in the RTC until their plan is finished. Children are responsible for class work missed while they are in the RTC.

6. What is a plan?

When children are committed to solving their problem, they write a plan. The children ultimately have to learn how to resolve conflicts in their lives. Using questions, the plan guides students through a thinking process designed to enable them to take responsibility for their actions, understand the results of those actions, and to achieve their goals without disrupting others. The RTC teacher assists the children in constructing plans.

7. When do students return to class from the RTC?

Students who choose to go to the RTC remain there for the duration of the class where they were having difficulty, or until they have finished their plan. For example, when students are having difficulty following the rules during art, they go to the RTC for the remainder of art class but will return to their regular classroom when art is over. However, they may not return to art class until they have written a plan and negotiated, at an appropriate time, with the art instructor. This way students remain in the classes where they are experiencing success. If students choose to stay in the RTC for an extended period of time, other interventions may be necessary. Students are responsible for class work missed while they are in the RTC.

8. What happens when students break the rules in the RTC?

If students choose to disrupt in the RTC, the same questioning process is used. This gives the children an opportunity to follow the rules. If they disrupt in the RTC a second time that day, the parents are called. Children must then be picked up immediately and taken home or to the parents' place of work. When students commit to following the rules, the parents and students must meet with the principal, counselor, or RTC teacher. This meeting may occur that same day if students are genuinely committed to following the rules. Students then return to the RTC, where they write plans to help them be successful in the RTC and their classroom. Once these plans are completed, and students have successfully negotiated with the proper teacher, they return to class.

9. What happens if students choose to go to the RTC frequently?

If students choose not to follow their plan and continue to disrupt, they return to the RTC to evaluate and revise their plan. After a number of visits to the RTC the teacher notifies the parent. The Response to Intervention Team (RTI) may be convened to assist students.

10. What is an intervention team?

The Intervention Team (RTI) meets when students make frequent visits to the RTC or refuse to write a plan within a reasonable period of time. This team consists of the principal, the RTC teacher, parents, the student's teachers and other appropriate personnel. The purpose of this team is to help children succeed in school.

11. How are serious acts of misconduct handled?

Serious acts of misconduct are referred to the principal and may not warrant the use of the Responsible Thinking questioning process. Consequences for serious acts of misconduct may include suspension and/or expulsion. When returning from a suspension, the parents and students meet with the principal. If students are genuinely committed to following the school rules they report to the RTC to write a plan to help them be successful. On completion of their plan, student must successfully negotiate with the appropriate teacher before returning to class.

12. What is the parents' role in the Responsible Thinking Process?

It is important that parents understand the theory behind the program, mechanics of the program, and that it is a process. Many students are accustomed to being told what to do and, at first, will find the thinking process difficult and uncomfortable. In addition, many adults are used to “telling” rather than using questions to stimulate problem solving in children. Therefore, proficiency in the responsible thinking program requires a learning process for teachers, parents, and students. Parents can learn more about RTP by reading the book, Discipline for Home and School by Edward E. Ford. Parent support and understanding of the program is vital to its success and ultimately to the success of our students.

13. Can parents use RTP at home with their children?

RTP is an effective tool for home. The questioning process fosters respect between parents and children since parents are no longer “telling” their children what to do and how to do it. Instead, children learn to think about their actions and the effects of those actions. This helps to keep the important lines of communication open. Confidence is built as children experience success from making their own responsible decisions. A goal of every parent is to raise children who make good decisions, when no one is watching, and are self-disciplined.

14. How can I get more information?

Contact your superintendent, your child's teacher, the building principal, or the RTC teacher. Books and videos are available in the school library, or visit the RTP website at www.responsiblethinking.com.

HAZING

(To be displayed in school buildings and placed in student handbooks)

There shall be no hazing, solicitation to engage in hazing, or aiding and abetting another who is engaged in hazing of any person enrolled, accepted for or promoted to enrollment, or intending to enroll or be promoted to schools within twelve (12) calendar months. For purposes of this policy a person as specified above shall be considered a "student" until graduation, transfer, promotion or withdrawal from the school.

Definitions

"Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student and in which both of the following apply:

- The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with an educational institution.
- The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.
- "Organization" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

Directions

It is no defense to a violation of this policy if the victim consented or acquiesced to hazing. In accord with statute, violations of this policy do not include either of the following:

- Customary athletic events, contests or competitions that are sponsored by an educational institution.
- Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program or a legitimate military training program.
- All students, teachers and staff shall take reasonable measures within the scope of their individual authority to prevent violations of this policy.

Reporting/Complaint Procedure

Students and others may report hazing to any professional staff member. Professional staff members must report the incident to the school administrator or next higher administrative supervisor, in writing, with such details as may have been provided. A failure by a staff member to timely inform the school administrator or next higher administrative supervisor of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action in accord with school policies. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law. Any instance of reported or observed hazing which includes possible child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.

A person who complains or reports regarding hazing may complain or report directly to the school administrator or to a professional staff member. The professional staff member receiving the report/complaint shall retrieve sufficient detail from the person to complete the form designated for such purpose. At a minimum the report/complaint shall be put in writing containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation to be carried out. When a professional staff

member receives the information, the staff member will transmit a report to the school administrator or supervising administrator not later than the next school day following the day the staff member receives the report/complaint.

The report/complaint will be investigated by the school administrator or a supervising administrator. The procedures to be followed are:

- An investigation of the reported incident or activity shall be made within ten (10) school days when school is in session or within fifteen (15) days during which the school offices are open for business when school is not in session. Extension of the time line may only be by necessity as determined by the Superintendent.
- The investigator shall meet with the person who reported the incident at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the process of making such a report.
- The investigator shall prepare a written report of the findings and a copy of the report shall be provided to the Superintendent.

All violations of this policy shall be treated in accord with the appropriate procedures and penalties provided for in School policies related to the conduct and discipline of students, staff, and others.

**STUDENT VIOLENCE/HARASSMENT/INTIMIDATION/BULLYING
(To be displayed in school buildings and in student handbooks)**

The Governing Board of the Sanders Unified School District believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Governing Board further believes a school environment that is inclusive of these traits maximizes student achievement, fosters student personal growth, and helps a student build a sense of community that promotes positive participation as citizens in society.

To assist in achieving a school environment based on the beliefs of the Governing Board, bullying in any form will not be tolerated.

Bullying: Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that:

- has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property;
- is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm;
- occurs when there is a real or perceived imbalance of power or strength, or
- may constitute a violation of law.

Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to:

- verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading, either directly through another person or group, or through cyberbullying;
- exposure to social exclusion or ostracism;
- physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting, and
- damage to or theft of personal property.

Cyberbullying: Cyberbullying includes, but is not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other Internet communications, on school computers, networks, forums and mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment.

Harassment: Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual orientation, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

Intimidation: Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media.

Students are prohibited from bullying on school grounds, school property, school buses, at school bus stops, at school sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists.

Disciplinary action may result for bullying which occurs outside of the school and the school day when such acts result in a substantial physical, mental, or emotional negative effect on the victim, while on school grounds, school property, school buses, at school bus stops, or at school sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of law will be reported to local law enforcement.

Students who believe they are experiencing being bullied or suspect another student is bullied should report their concern to any staff member of the School District. School personnel are to maintain appropriate confidentiality of the reported information.

Reprisal by any student directed toward a student or employee related to the reporting of a case or a suspected case of bullying shall not be tolerated, and the individual(s) will be subject to the disciplines set out in applicable District policies and administrative regulations.

Students found to be bullying others will be disciplined up to and including suspension or expulsion from school.

Knowingly submitting a false report under Policy JICK or this exhibit shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

Law enforcement authorities shall be notified any time District officials have a reasonable belief that an incidence of bullying is a violation of the law.

JICA-R

STUDENT DRESS CODE

The Governing Board recognizes that students' dress affects the educational program of the schools. The school principal shall determine whether the dress of pupils adheres to Policy JICA and this regulation.

The school dress policy will be in effect on the first day of the school year. All students are required to arrive at school each day well-groomed and neatly dressed in clothing that meets the requirements set forth in this regulation. Standardized clothes are required during school and when participating in school-sponsored events and activities. School-approved athletic team and other club uniforms may be worn when applicable and appropriate. New students transferring into the District will have up to five (5) school days to become acquainted with and adhere to the District's policy.

Students may not wear clothing or engage in grooming practices that present a health or safety hazard to the individual student or to others; materially interfere with school work, create disorder, or disrupt the educational program; cause excessive wear or damage to school property; or prevent the student from achieving his or her own educational objectives because of blocked vision or restricted movement.

General requirements for clothing and accessories:

- A. No light blue or red clothing can be worn in a manner interpreted by school authorities as "gang style" by virtue of its arrangement or placement.
- B. Clothing and accessories must be clean, properly fitted, and worn as intended.
- C. Obscene language or symbols, or symbols of sex, drugs, or alcohol are prohibited.
- D. The display of gang-related personalization, symbols, or identifiers on clothing, jewelry, or accessories on one's person is prohibited.
- E. Hoodies may be worn with front zippers, but pull-over hoodies are prohibited. Hoodie hats cannot be worn in the building.

Shirts:

- A. Shirts will be polo, a shirt with a collar, or nice blouse. Shirts may have short or long sleeves. Plaid shirts are allowed but must be buttoned appropriately so as to not signal gang membership.
- B. School-approved T-shirt with an official school logo or school-specified, school-related emblem may be worn at any time for students in grades K-12. Other T-shirts may be worn on designated days, subject to administration approval.
- C. Students in grades Pre-K through 3 may wear t-shirts with cartoon characters. Students in all other grades may wear t-shirts only if they represent Sanders school teams or school pride.

Pants, shorts, skirts, capris, skorts, or A-line jumpers:

- D. Only tailored shorts and skirts that are hemmed may be worn in grades Pre-kindergarten (PK) through twelve (12).
- E. Blue denim jeans, shorts, skirts, etc. are acceptable as are cotton, cotton-blend, or khakis as long as they are presentable (no holes, tears or frayed).

- F. Pants, shorts, skirts, capris, skorts, jumpers, dresses, tops over leggings, et cetera, must be of an appropriate length. An appropriate length for shorts, skirts, skorts, jumpers, dresses, tops over leggings, et cetera, is at or approaching knee-length as determined by a measurement of fingertip or mid-thigh (whichever is longer). Fingertip length is determined by the student standing in a relaxed position with arms fully extended downward at both sides.

Accessories:

- G. Bare feet are never acceptable. In the interests of student safety, shoes must be worn at all times. Closed shoes are to be worn for any type of physical activity, such as physical education, et cetera.
- H. Teachers of specific classes, clubs, or activities (in consultation with the principal) may require specific types of footwear or stricter dress code requirements in the interest of student safety.
- I. Jewelry shall not be worn if it presents a safety hazard to self and/or others.
- J. Profane or defamatory writing on clothing or jewelry is not acceptable.
- K. No bandannas or similar cloth items indicating or implying gang membership may be worn, carried, or displayed on school grounds or at any school activity. This also includes simulations of anything representing "colors."
- L. No headwear may be worn in classrooms or hallways, except for properly approved occupational safety headwear required for special classes. An exemption to this provision would be made to the headgear rule if the student's religion requires or promotes the wearing of religious headgear (i.e., headscarves, yarmulkes, Khimar).
- M. Gang-related personalization is not permitted on headwear, clothing items, or on one's person.
- N. Obscene language or symbols, or symbols of drugs, sex, tobacco, alcohol, or violence on clothing are expressly prohibited.

Exceptions for special activities or health considerations may be preapproved by the administrator. Students who volunteer for extracurricular activities, such as athletics, band, chorus, et cetera, are subject to the standards of dress as defined by the sponsors of such activities.

Exceptions to the uniform requirement:

A student may "Opt Out" of compliance with the uniform policy in the following situations:

1. A student who participates in a nationally recognized youth organization (i.e., Boy Scouts, Girl Scouts, et cetera) will be allowed to wear their organization's uniform to school on days when the organization has a scheduled meeting, or activity.
2. Accommodations can be made if the school dress code or components of the dress code interfere with a student's sincerely held religious beliefs. Accommodations will be made on an individual basis.
3. Accommodations can be made for a student with a medical condition that prevents the student from adhering to the dress code policy. Accommodations can be made upon presentation of proper medical documentation and upon approval by an appropriate medical professional of the District, such as the school health aide.
4. A student may be granted an accommodation to the dress code policy for reasons not listed above, if the student can demonstrate a compelling reason for the accommodation. Other

compelling reasons will be narrowly construed in favor of enforcing Policy JICA and this regulation. These determinations will be made on an individual basis.

Dress code enforcement:

- Enforcement of the dress code starts with each parent and student exercising responsibility and good judgment.
- All professional staff members have the obligation of reporting school dress code violations. Each violation shall be documented.
- The following is the procedure for students in noncompliance with the mandatory school dress code policy in the schools:
 - Compliance Measures:
 - A "progressive discipline" approach is to be employed by the school staff to encourage full and consistent compliance with the least amount of disciplinary action.
 - The same disciplinary actions applied to enforce other school and District rules may be utilized.

IJNDB-E

USE OF TECHNOLOGY RESOURCES IN INSTRUCTION ELECTRONIC INFORMATION SERVICES USER EXPECTATIONS

Details of the user agreement shall be discussed with each potential user of the electronic information services (EIS). When the signed agreement is returned to the school, the user may be permitted use of EIS resources.

Terms and Conditions

Acceptable use. Each user must:

- A. Use the EIS to support personal educational objectives consistent with the educational goals and objectives of the School District.
- B. Agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
- C. Abide by all copyright and trademark laws and regulations.
- D. Not reveal home addresses, personal phone numbers or personally identifiable data unless authorized to do so by designated school authorities.
- E. Understand that electronic mail or direct electronic communication is not private and may be read and monitored by school employed persons.
- F. Not use the network in any way that would disrupt the use of the network by others.
- G. Not use the EIS for commercial purposes.
- H. Follow the District's code of conduct.
- I. Not attempt to harm, modify, add/or destroy software or hardware nor interfere with system security. Understand that inappropriate use may result in cancellation of permission to use the educational information services (EIS) and appropriate disciplinary action up to and including expulsion for students.
- J. Comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254].
- K. Not use computer programs to decode passwords or to access unauthorized information.
- L. Not use another person's data or files without permission.
- M. Not download education programs, electronic media, and tools that are inconsistent with the District's approved curriculum.
- N. Not vandalize, steal, or modify hardware or software components.
- O. Not delete data, equipment, or intellectual property.
- P. Not use personal equipment on the
- Q.
- R. District's network without authorization.

In addition, acceptable use for District employees is extended to include requirements to:

- A. Maintain supervision of students using the EIS.
- B. Agree to directly log on and supervise the account activity when allowing others to use District accounts.
- C. Take responsibility for assigned personal and District accounts, including password protection.

- D. Take all responsible precautions, including password maintenance and file and directory protection measures, to prevent the use of personal and District accounts and files by unauthorized persons.

Personal responsibility.

I will report any misuse of the EIS to the administration or system administrator, as is appropriate. I understand that many services and products are available for a fee and *acknowledge my personal responsibility for any expenses incurred without District authorization.*

Network etiquette.

- A. I am expected to abide by the generally acceptable rules of network etiquette. Therefore, I will:
- B. *Be polite and use appropriate language.* I will not send, or encourage others to send, abusive messages. *Respect privacy.* I will not reveal any home addresses or personal phone numbers or personally identifiable information.
- C. *Avoid disruptions.* I will not use the network in any way that would disrupt use of the systems by others.
- D. *Observe the following considerations:*
 - a. Be brief.
 - b. Strive to use correct spelling and make messages easy to understand.
 - c. Use short and descriptive titles for articles.
 - d. Post only to known groups or persons.

Services

The School District specifically denies any responsibility for the accuracy of information. While the District will make an effort to ensure access to proper materials, the user has the ultimate responsibility for how the electronic information services (EIS) is used and bears the risk of reliance on the information obtained. While it is impossible for the School District to restrict access to all controversial materials, and the District takes every precaution to limit such access. Any misuse of the EIS must be reported to a School District administrator. (Misuse may come in many forms but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, or other issues described in the agreement.)