

Sinagua Middle School



Mustangs

SMS Administration
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2023-2024

This handbook is intended to provide a general understanding of the policies, practices and procedures used at Sinagua Middle School. For a more in-depth explanation of the policies please refer to the Flagstaff Unified School District Policy Manual at: <http://policy.azsba.org/asba/Z2Browser2.html?showset=allmanuals> For translation please contact the FUSD Office @ 928-527-6000.

Equal Educational Opportunity and Non-Discrimination

The Flagstaff Unified School District shall abide by all applicable state and federal laws, rules, regulations, and executive orders with respect to the provision of equal educational opportunities and shall not discriminate against any person based upon that person's race, color, religion, disability, pregnancy and parenting, sex (including sexual orientation and gender identity), national origin, veteran's status, genetic code, or political affiliation. Students and parents/legal guardians may submit a grievance to allege the following: Student's constitutional rights have been violated; Student has been denied equal opportunity to participate in a District program or activity for which the student otherwise qualifies; Student has been treated discriminatorily on the basis of race, color, religion, sex (sexual orientation or gender), national origin, disability, veteran's status, genetic code, or political affiliation; and Student is concerned for the student's personal safety. Grievances should be submitted to the Compliance Officer within thirty (30) calendar days of the date the complainant becomes aware of the alleged discriminatory action. The District shall not retaliate against any person who reports discrimination or harassment as set forth in this Policy or participates in an investigation or proceeding regarding the same. The District's Compliance Officer(s) are as follows: Section 504/ADA Compliance Officer: John Shirk - Director Student Support Services, 3285 East Sparrow Ave. Flagstaff, AZ 86004, jshirk@fUSD1.org 928-527-6178. Title IV/VI Compliance Officer: John Shirk - Director Student Support Services, 3285 East Sparrow Ave. Flagstaff, AZ 86004, jshirk@fUSD1.org 928-527-6178.

Equal Opportunity - Prohibited Sex Discrimination (Title IX)

Title IX of the Federal Education Amendments Act protects people from discrimination based on sex in education programs, or activities that receive Federal financial assistance. The District does not discriminate based on sex and adheres to all conditions established by Title IX by recognizing the right of every student who attends the District to do so without the fear of sexual harassment. Title IX Coordinator The District is obligated to identify an employee to serve as the Title IX Coordinator and authorize that individual to coordinate and facilitate the District's compliance efforts regarding its responsibilities under Title IX, including inquiries about the application of Title IX or formal complaints. The District's Title IX Coordinator is: Mike Vogler - Director of Research & Assessment, 3285 East Sparrow Ave. Flagstaff, AZ 86004, mvogler@fUSD1.org 928-527-6143.

This notice is required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with disabilities Act of 1990. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the designated compliance coordinator.

FUSD Compliance Coordinator - Section 504 Coordinator – Title IX Compliance Officer
3285 E. Sparrow Avenue
Flagstaff, AZ 86004
(928) 527-6000
(928) 527-6178

FUSD Governing Board

Name	Title	Email
Kristine Pavlik	Member	kpavlik@fUSD1.org
Dorothy Denetsosie Gishie	President	ddgishie@fUSD1.org
Christine Fredericks	Clerk	cfredericks@fUSD1.org
Erik Sather	Member	esather@fUSD1.org
Carole Gilmore	Member	cgilmore@fUSD1.org

FUSD Administration

Name	Title	Email	Phone
Michael Penca	Superintendent	mpenca@fUSD1.org	928.527.6001
Lance Huffman	Asst. Superintendent	lhuffman@fUSD1.org	928.527.6020
Justin DiNardi	Director of Operations	jdinardi@fUSD1.org	928.527.6010
Ginger Stevens	Director of Finance	gstevens@fUSD1.org	928.527.6062

District Office	928.527.6000
Transportation	928.527.2300
Food Service	928.527.6090

2023-2024 Sinagua Middle School Bell Schedule

Mondays, Tuesdays, Thursdays, and Fridays				
1st Lunch Schedule			2nd Lunch Schedule	
Period 1	7:50 - 8:38	48 min	Period 1	7:50 - 8:38
Period 2	8:42 - 9:30	48 min	Period 2	8:42 - 9:30
Period 3	9:34 - 10:22	48 min	Period 3	9:34 - 10:22
Period 4	10:26 - 11:14	48 min	Period 4	10:26 - 11:14
Lunch (5)	11:14 - 11:44	30/48 min	Period 5/6	11:18 - 12:06
Period 6/7	11:48 - 12:36	48/30 min	Lunch (7)	12:06 - 12:36
Period 8	12:40 - 1:28	48 min	Period 8	12:40 - 1:28
Period 9	1:32 - 2:20	48 min	Period 9	1:32 - 2:20

Wednesdays				
1st Lunch Schedule			2nd Lunch Schedule	
Pathways/ Period 1	7:50 - 8:18	28 min	Pathways/ Period 1	7:50 - 8:18
	8:18 - 8:46	28 min		8:18 - 8:46
Period 2	8:50 - 9:18	28 min	Period 2	8:50 - 9:18
Period 3	9:22 - 9:50	28 min	Period 3	9:22 - 9:50
Period 4	9:54 - 10:22	28 min	Period 4	9:54 - 10:22
Lunch (5)	10:22 - 10:52	30 min	Period 5/6	10:26 - 10:56
Period 6/7	10:56 - 11:26	30 min	Lunch (7)	10:56 - 11:26
Period 8	11:30 - 11:58	28 min	Period 8	11:30 - 11:58
Period 9	12:02 - 12:30	28 min	Period 9	12:02 - 12:30

Late Start (inclement weather)				
1st Lunch Schedule			2nd Lunch Schedule	
Period 1	9:50 - 10:26	36 min	Period 1	9:50 - 10:26
Period 2	10:30 - 11:00	30 min	Period 2	10:30 - 11:00
Period 3	11:04 - 11:34	30 min	Period 3	11:04 - 11:34
Period 4	11:38 - 12:08	30 min	Period 4	11:38 - 12:08
Lunch (5)	12:08 - 12:38	30 min	Period 5/6	12:12 - 12:42
Period 6/7	12:42 - 1:12	30 min	Lunch (7)	12:42 - 1:12
Period 8	1:16 - 1:46	30 min	Period 8	1:16 - 1:46
Period 9	1:50 - 2:20	30 min	Period 9	1:50 - 2:20

General School Policy

Parent/Legal Guardian Rights in Education

In accordance with A.R.S. § 1-601, the Governing Board recognizes that parents or legal guardians have a fundamental right to direct the upbringing, education, health care and mental health of their children. The District shall not infringe on these rights without demonstrating that a compelling governmental interest as applied to the child involved is of the highest order, is narrowly tailored, and is not otherwise serviced by a less restrictive means. The Board and all District employees shall respect and comply with all rights enumerated in Parents' Bill of Rights. [Resources for Arizona Parents & Families](#)

FERPA – Family Educational Rights and Privacy Act (FERPA) and the Disclosure of Student Information

- Inspect and review education records;
- Seek to amend education records;
- Consent to the disclosure of personally identifiable information from education records except as specified by law.

The Family Educational Rights and Privacy Act (FERPA) requires that the Flagstaff Unified School District (the "District"), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with the District's procedures. The primary purpose of directory information is to allow the District to include information from your child's education records in certain school publications. Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's/legal guardian's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information - names, addresses and telephone listings - unless parents/legal guardians have advised the LEA that they do not want their student's information disclosed without their prior written consent. If you do not want the District to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the District, in writing, by September 1. The District has designated the following information as directory information: Student's name; Address; Telephone listing; Electronic mail address; Photograph; Major field of study; Dates of attendance; Grade level; Participation in officially recognized activities and sports; Weight and height of members of athletic teams; Degrees, honors, and awards received; The most recent educational agency or institution attended; Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user; A student ID number or other unique personal identifiers that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user

Records Confidentiality

Please see the form and information at

<http://www.fusd1.org/cms/lib03/AZ01001113/Centricity/Domain/27/FUSD%20Opt%20Out%20Form%20109%20%20Rev%202015.pdf>

Student Records - Parent's Bill of Rights

Pursuant to A.R.S. § 1-602 and A.R.S. § 15-143, a parent/legal guardian shall have access to all written and electronic records of the District or a District employee concerning their student and to all electronic accounts of the student, including all of the following: 1. Attendance records. 2. Test scores of school-administered tests and statewide assessments. 3. Grades. 4. Extracurricular activities or club participation. 5. Disciplinary records. 6. Counseling records. 7. Psychological records. 8. Applications for admission. 9. Health and immunization information, including any medical records that are maintained by a health clinic or medical facility operated or controlled by the school district or that are located on school district property. 10. Teacher and counselor evaluations. 11. Reports of behavioral patterns. 12. Email accounts. The District shall provide any requisite notice to parents/legal guardians prior to the destruction of any student records as required under state or federal regulation. [Student Records Requests](#)

Nurse's office

The nurse's schedule is posted in his/her office and on the office door. Only first aid is given at school. In cases of emergency, the parents / guardians will be contacted. Any medication which students must take under doctor's direction during school hours must be registered with the school nurse.

Illness during the school day

If a student becomes ill during the day, he/she is to get a pass from the teacher to the nurse's office. If the condition warrants, parents will be called. A prolonged stay in the restroom because of illness is considered ditching class; a student must go to the nurse's office if ill.

Safety - Reporting of Injuries

A student injured while at school or in a supervised activity should immediately report the injury to the supervising teacher or staff. District employees shall report any injury, accident, or exposure involving a student to the building administration immediately and to the applicable health services office at the school.

Immunization

The school will follow the state law in regards to the health regulations relating to immunization and school attendance.

Except as required by state or federal law, no student shall be permitted to attend school unless the District has first obtained immunization documentation for all listed diseases with respect to that student. Notwithstanding the previous sentence, the District shall immediately enroll homeless children and youths. District personnel shall work with the corresponding McKinney-Vento liaison to promptly obtain immunization records or required immunizations. During an outbreak of a listed disease, no student who does not have either proof of immunization or an immunity certification for such listed disease shall be permitted to attend school for the duration of the outbreak. The Superintendent shall develop procedures by which students who are unable to attend school during an outbreak may remain current with their coursework. Parent/Legal guardian requesting exemption from immunization requirements shall submit a medical exemption certification, a religious beliefs exemption statement, or a personal beliefs exemption statement using forms provided by the Arizona Department of Health Services.

<https://azdhs.gov/preparedness/epidemiology-diseasecontrol/immunization/index.php#schools-immunization-forms>

Families who "opt out" of immunizations

Families who choose to opt out of the required immunizations must fill out the appropriate forms and submit them to their school. Pupils who lack documentary proof of immunization shall not attend school during outbreak periods of communicable immunization-preventable diseases as determined by the department of health services or local health department. The department of health services or local health department shall transmit notice of this determination to the school administrator responsible for the exclusion of the pupils.

Please

see:

<http://www.azleg.gov/FormatDocument.asp?inDoc=/ars/15/00873.htm&Title=15&DocType=ARS>

Administration of Medication

The Governing Board directs the Superintendent to prescribe and enforce procedures governing the administration of a prescription medication or a patent or proprietary medication to students by District staff. The District will coordinate with the parent/legal guardian and the student's health care provider when it is necessary for a student to take medication during the school day. Before administering prescription medication to a student, the District will obtain a written order from the physician, nurse practitioner, or physician assistant stating the name of the medicine, the dosage, and the time it is to be given. In the case of a minor student, the District shall obtain written permission from the student's parent/legal guardian to allow the school to administer or the student to self-administer the medicine, except for an emergency administration pursuant to A.R.S. §15-157 (epinephrine) or A.R.S. § 15-158 (inhalers) or A.R.S. § 15-341, subsection A, paragraph 43, (naloxone hydrochloride/any other opioid antagonist). Medication administered by the District under this policy, whether prescription or over the counter, must be delivered to the District in the original container with all warnings and directions intact.

Student Insurance

Student Insurance is made available through a private vendor to all students in FUSD at student expense. The district does not carry student accident or medical insurance. Check at school office for information.

School Lunch Program

Breakfast and lunch is served every day for a predetermined cost. FUSD schools participate in the Federal free and reduced Lunch program for those qualified. The school lunch program follows District nutritional guidelines.

Student Picture Taking

The administration may permit the taking of school day pictures of students.

Visitors (Policy KI)

All visitors to FUSD schools must check in at the front office. Anyone who does not comply with the guest pass policy will be cited for trespassing at the discretion of the administration.

Visitors - Classroom Visits by Parents/Legal Guardians

Parents/legal guardians of students who are enrolled in the District or who wish to enroll their student in a District school or program may schedule a visit, tour, and/or observation of the classroom and of the school. Parents may schedule a tour by contacting the building principal of the school that they would like to visit. The District administration shall permit a visit, tour, and/or observation unless doing so threatens the health and safety of students or District staff. The building principal may schedule the time and duration of a visit, tour, and/or observation so as to minimize disruption on instruction.

Visitors - Public Conduct on School Property

The following constitutes interference with or disruption of an educational institution under Arizona's criminal code and under this Policy: 1. Threatening to cause physical injury to any staff or student of the District or any person on the property of the District. 2. Threatening to cause damage to any District property or the property of any employee or student at the District. The threat does not need to be directed at any specific property of the District to be a violation. 3. Intentionally or knowingly refusing to leave the property after being ordered to do so by the Superintendent, building administrator, or District employee designated by the Superintendent or building administrator to maintain order. Either interfering with or disruption of an educational institution is considered a criminal act under Arizona law. Visitors on District property must adhere to all legal requirements and use obligations established by the District including, but not limited to, prohibitions against bringing alcohol, weapons, or drugs onto District property, or the use of tobacco or tobacco products, including e-cigarettes, on District property.

Literature Distribution in Schools

Written materials prepared by or on behalf of the Flagstaff Unified School District that are directly related to the programs, curriculum, and activities of the District may be distributed at any time by teachers and other district employees or volunteers. All materials from groups outside FUSD that are intended for electronic distribution to students and stakeholders are required to be approved through the Peachjar system accessible via the FUSD website. All hard copy materials from groups outside FUSD that are intended for distribution to students are required to be approved by site administration.

Child Find (Policy IHB-R)

If you suspect that your child (age 3-21) has a disability, screening, evaluation, and Special Educational services are available at no cost to you if you live within the boundaries of the Flagstaff Unified School District. Information is also available to you for children under the age of 3. Please call 527-6116 to initiate the referral process, or you can view the information on our website at <http://www.fusd1.org>

Personal Property

The school shall not assume responsibility for the theft of, the loss of, or damage to, personal property stored, installed, used or brought to the school premises.

Lockers

Lockers are by request and are available for music students. The school will not be responsible for any valuables in the locker. Students will be charged a replacement fee (\$7.00) for lost locks. Lockers are the property of the school. School issued locks must be used, no exceptions.

Lost and Found

If a student loses something, he/she should check with the receptionist at the counter in the office. It is a good practice to print the student's name inside book covers and to have articles of clothing (coats, tennis shoes, etc.) and other valuables so marked.

Telephone

Students must have permission to use school phones to contact a parent/guardian

Food Services

The Governing Board may operate school meal programs and may employ personnel, purchase equipment and food, and incur other necessary expenses for its operation. Annually, the Board shall establish prices to be paid for meals by students, staff, and visitors. The primary goal of the programs shall be the promotion of student health and the reduction of childhood obesity. All guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture. Staff shall not withhold food from students as a disciplinary action. Disciplinary action that indirectly results in the loss of meals is allowable (such as suspension from school). Any student attending school who is not allowed to eat in the cafeteria for disciplinary reasons shall have a meal made available if the student has not brought the student's own meal to school. Students eligible to receive free or reduced lunch shall not be required to refund or reimburse the District. [Food and Nutrition Services webpage](#)

Compulsory Attendance and Excuse from Student Attendance

A child between the ages of six (6) and sixteen (16) is required to attend school during the school's hours. The student's parent/legal guardian is required to notify the school regarding the student's absence. The District requires the parent or legal guardian to provide at least one telephone number, if available. The District requires that the telephone number, if available, be given at the time of enrollment of the student in school and that the school of enrollment be promptly notified of any change in the telephone number. The student's school shall make a reasonable effort to promptly notify the student's parent or other custodial adult by telephone that their student is absent without excuse or without proper notice.

Homebound or Hospitalized Students and Students with Chronic Health Problems

A student may be provided an opportunity to receive course credit after obtaining medical certification documenting a condition that interferes with regular school attendance. When a student is identified as possibly requiring services as a student with a chronic health condition (via registration, screening procedures, attendance data, or parent referral), a chronic health condition certification form with a letter of explanation shall be sent to the parents. The chronic health condition certification shall be returned by the parent to the campus as soon as possible. B. A student who will be absent for more than ninety (90) days must provide medical certification from a licensed medical doctor. A student who will be absent for less than ninety (90) days must provide medical certification from a health care professional. C. Certification of a chronic health condition is effective on the date when the licensed health care provider certifies the student's chronic health condition. D. The certification shall detail the (1) student's condition; (2) student's prognosis; (3) physical limitations affecting physical education and corresponding requirements; (4) any anticipated surgeries, treatments, or hospitalizations; and (5) the licensed healthcare provider's signature and date. E. Certification is not retroactive and will not excuse any absences occurring prior to the date of certification. F. The attendance clerk will document the chronic health condition in the student's file. G. The teacher(s) and parent/legal guardian shall meet promptly following return of the chronic health condition certification to develop an instructional plan. H. The parent/legal guardian must call in each absence, and the student must complete all assignments necessary for class credit within the timeframe provided. On a yearly basis, the District shall review instructional needs of any student with a chronic health condition. An updated chronic health condition certification shall be obtained for each school year to verify the need for continuing instructional support. However, the student may be recertified at any time to reevaluate appropriate services needed.

Open Enrollment

The District will enroll at any time any resident student who applies for enrollment and will accept open enrollment students throughout the school year as capacity in the particular program, class, or grade level allows. The District will reserve capacity for and grant enrollment preference to students residing within the attendance boundaries of the school, returning students, and siblings of students currently enrolled at the school. The Superintendent will determine if resident transfer and nonresident students will be admitted in accordance with the following criteria: 1. Whether the school in which the student seeks to enroll has the capacity to serve the student without adversely impacting educational opportunities for resident students attending their resident school. Factors to be considered in making this determination include, but are not limited to, the following: 2. Physical capacity of school facilities. 3. Availability of staff (e.g., administrators, teachers, other certificated employees, related service providers). 4. Capacity of grade levels, core and elective courses, and relevant special programs. 5. Whether the student has been expelled by another school or is in the process of being expelled by another school. No school within the District shall limit admission based on any of the following: 1. Ethnicity or race 2. National origin 3. Sex 4. Income level 5. Disability 6. Proficiency in the English language 7. Athletic ability. The capacity of each school and whether it is currently accepting open enrollment students by grade level and specialized program will be posted on the school's website and will be updated at least every twelve (12) weeks unless there are no changes to report.

Homeschooled Student Participation in Interscholastic Activities

A child who resides within the District and who is homeschooled shall be allowed to try out for interscholastic activities for the District in the same manner as a student enrolled at the District. Homeschooled students may participate in District extracurricular and/or interscholastic athletics/activities at the school in which their residence

would make them eligible to enroll. However, in selection of members to a team with limited membership, preference shall be given to District students. Homeschooled students participating in extracurricular and/or interscholastic athletics/activities must meet all applicable participation and eligibility requirements, including: 1. payment of the same participation or activity fee(s), if any, paid by District students, 2. insurance, 3. transportation, 4. physical condition, 5. qualifications, 6. standards of behavior, and 7. academic performance policies. The school will request that the individual providing primary instruction to the homeschooled child submit written verification that provides: 1. Whether the student is receiving a passing grade in each course or subject being taught, and 2. Whether the student is maintaining satisfactory progress towards advancement or promotion. Homeschool students shall not be permitted to participate in District athletics in a manner that would violate Arizona Interscholastic Association rules applicable to District students. Homeschool students suspended or expelled from any school may not participate in District programs until they have completed all requirements for readmission. A child who is homeschooled and who was previously enrolled in a public, private, or charter school shall be ineligible to participate in interscholastic activities for the remainder of the school year during which the child was enrolled in a school.

Period of Silence

A period of silence shall be observed at the beginning of the day. The teacher in charge of the room shall announce that a period of silence for at least one minute, but not more than two minutes, will be observed, during which students may not interfere with other students' participation. A teacher or other school employee may not suggest the nature of any reflection in which a student may engage during the period of silence. Each teacher of a class in which a period of silence occurs pursuant to law shall encourage parents of students in the class to discuss with their children how best to use the period of silence.

Students with Disabilities (IDEA) - Child Find

The District will ensure that all children with disabilities within its jurisdiction who are in need of special education and related services are identified, located, and evaluated. 1. The District will identify, locate, and evaluate all children with disabilities within its population served who are in need of special education and related services. 2. Child find must also include children who are suspected of being a child with a disability and in need of special education, including: a. Children who are advancing from grade to grade. b. Highly mobile children, including migrant children. 3. The District will maintain a record of children who are receiving special education and related services. 4. The District shall establish, implement, and disseminate written procedures for the identification and referral of all children with disabilities, birth through 21 years. 5. The District will require all District-based staff to review the written procedures related to child identification and referral on an annual basis and maintain documentation of the staff review. 6. Identification (screening for possible disabilities) shall be completed within fortyfive (45) calendar days after: a. Entry of each preschool or kindergarten student and any student enrolling without appropriate records of screening, evaluation, and progress in District; or b. Parent/Legal guardian notification of developmental or educational concerns. 7. Screening procedures shall include vision and hearing status and consideration of the following areas: a. Cognitive or academic; b. Communication; c. Motor; d. Social or behavioral; and e. Adaptive development. 8. For a student transferring into the District, the District shall review enrollment data and educational performance in the prior District. If there is a history of special education for a student not currently eligible for special education or an indication of inadequate progress, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services. 9. If a concern about a student is identified through screening procedures or review of records, the parent/legal guardian of the student shall be notified of the concern within ten (10) school days and informed of the District's procedures to follow-up on the student's needs. 10. The District shall maintain documentation of the identification procedures utilized, the dates of entry into District, notification by parent/legal guardian of a concern, and the dates of screening. The dates shall be maintained in the student's permanent records. 11. If the screening indicates a possible disability, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services. A parent/legal guardian or a student may request an evaluation of the student. 12. If, after consultation with the parent/legal guardian, the District determines that a full and individual evaluation is not warranted, the District shall provide prior written notice and procedural safeguards notice to the parent/legal guardian in a timely manner.

Students with Disabilities (IDEA) - Procedural Safeguards

The District will establish, maintain, and implement procedural safeguards that meet the requirements of 34 C.F.R. §§ 300.500 through 300.536 of the IDEA Regulations. A copy of the procedural safeguards available to the parent/legal guardian of a child with a disability must be given to the parent/legal guardian only one time a school year, except that a copy also must be given to the parent/legal guardian: a. Upon initial referral or parent/legal guardian request for evaluation; b. Upon receipt of a first complaint to the State or first request for a due process hearing in the school year; c. When a disciplinary change of placement/removal has been initiated; and d. Upon request by a parent/legal guardian.

Restraint and Seclusion

Restraint and seclusion are not authorized to be used for disciplinary purposes. Restraint or seclusion techniques may be used on a student only if both of the following apply: 1. The student's behavior presents an imminent danger of bodily harm to the student or others; and 2. Less restrictive interventions appear insufficient to mitigate the imminent danger of bodily harm. If a restraint or seclusion technique is used on a student: 1. School personnel shall maintain continuous visual observation and monitoring of the student while the restraint or seclusion technique is in use. 2. The restraint or seclusion technique shall end when the student's behavior no longer presents an imminent danger to the student or others. 3. The restraint or seclusion technique shall be used only by school personnel who are trained in the safe and effective use of restraint and seclusion techniques, unless an emergency situation does not allow sufficient time to summon trained personnel. 4. The restraint technique employed may not impede the student's ability to breathe. 5. The restraint technique may not be out of proportion to the student's age or physical condition. Restraint or seclusion techniques may be included in the school's safety or crisis intervention plan if the plan is not specific to any individual student.

Students with Disabilities (Section 504)

It is the responsibility of the District to identify and evaluate students who, within the intent of Section 504 of the Rehabilitation Act of 1973, need or are believed to need special education or related services because of a disability in order that such students may receive the required free appropriate education. Students may be eligible for services under the provisions of Section 504 even though they do not require services pursuant to the Individuals with Disabilities in Education Act (IDEA). The District has developed procedural safeguards for actions related to the identification, evaluation, and placement of students entitled to Section 504 protections. For questions regarding Section 504 or the District's procedural safeguards, please contact the District's Section 504/ADA Coordinator: Student Support Services Director, 3285 E. Sparrow Avenue, Flagstaff, AZ 86004, (928) 527-6178.

Availability of and Access to Instructional Materials and Activities

On written request, parents or guardians shall have access to instructional materials currently used by or being considered for use by the District. At least one (1) copy of instructional material must be made available for review. Printed textbooks, supplemental books and other printed subject matter may be checked out and removed from District premises for up to forty-eight (48) hours. All other materials, including films, may be reviewed only on District premises. A copy of each textbook considered for selection shall be available for public review for a period of sixty (60) days prior to formal selection. Parents/legal guardians who object to any learning material or activity on the basis that the material or activity constitutes harmful material may withdraw their children from the activity or from the class or program in which the material is used by submitting an objection to their child's school. An objection must be made in writing to the principal by the individual student's parents/legal guardians and contain a specific description of the activity or instructional material objected to. The objection must state that the parents/legal guardians understands that the concepts or information may not be covered in any other matter and that the student may not be able to make up the material or activity in any other way. Standardized testing material cannot be objected to as harmful material and is not subject to the review process described above. Except as authorized pursuant to A.R.S. § 15-711 and Policy 5-218, the District shall not refer students to or use any sexually explicit material unless: 1. The exempted material possesses serious educational value for minors or possesses serious literary, artistic, political, or scientific value. 2. The District obtains written parental consent on a per material basis before referring a student to or using the exempted material.

School Libraries, Media, and Resource Centers

The District shall be responsible for the care of the library, media, or resource center with the assistance of a District librarian or other qualified individual appointed by the Governing Board. The District shall develop procedures to allow for parents to have access to: The school library's collection of available books and materials; and A list of books and materials borrowed from the library by their child or children. The District shall make available on the District's website for review by the public a list of all books and materials purchased for any of the District's school libraries for a period of at least sixty (60) days after the purchase. This does not include books and materials purchased to replace a lost or damaged item. The District shall ensure that each school notifies the parents of each enrolled student regarding the opening and closing dates of the public review no less than seven (7) days prior to the opening date.

Student Clubs and Activities

The principal of each school shall maintain a list of all active student groups that includes the name of the group, the name of the faculty sponsor or faculty advisor, and a general description of the purpose and nature of the student group. The list shall include the classification of each group as curricular, extracurricular, and noncurricular. In the case of extracurricular student groups, the list shall include the credit-earning courses that directly relate to the extracurricular student group. The list of student groups shall be made available to students and the parent/legal guardian of a student upon request.

Student Freedom of Expression

The District and Board recognize that students enjoy the freedom of speech. However, the free speech rights of students are not unlimited and are subject to certain restrictions. In certain circumstances, the District and/or Board reserve the right to regulate student speech that may be considered vulgar, lewd, plainly offensive, speech that promotes drug use, or illegal activities and that speech that may reasonably be perceived as bearing the official endorsement of the school. In addition, the District and/or Board reserve the right to regulate speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. Depending on the facts and circumstances surrounding speech, the District and/or Board may also regulate speech that occurs both on and off campus as well as before, during, or after school or any school activity. The District does not discriminate against a student on the basis of a religious viewpoint or religious expression.

Staff Interviews of Students and Searches

District employees have broad authority to question students regarding prohibited or illegal activity and all matters involving the health, safety, and welfare of the student(s). Parent/legal guardian will be contacted regarding the interview of their student depending on the seriousness of the offense. 1. District employees may search students and their belongings and/or seize property pursuant to the law if reasonable suspicion exists to believe that prohibited objects are present, a school rule has been violated, illegal activity has occurred, or the student's parent/legal guardian requests the search. 2. Reasonable suspicion is a good faith belief of wrongdoing based on specific, articulable facts. 3. Students have no reasonable expectation of privacy in any items provided by the District, including but not limited to lockers and desks. 4. When reasonable suspicion exists, District employees may request that a student remove the student's shoes and socks, turn out pockets, or remove outerwear that will not require the student to expose underclothing.

Student Messages

If you need to reach your student for an emergency, please contact the front office and we will get the emergency message to your child. Please refer to our cell phone policy and guidelines.

Media Center

The media center is used for special reading, periodical use and general research. Anyone abusing the library/media center privilege will have future use restricted for an indefinite period of time.

Bus Transportation

The District may provide transportation to all eligible students as that term is defined in Arizona law. This may include transportation for: 1. K-8 students whose place of residence within the District is more than two miles from the school of attendance; 2. High school students whose place of residence within the District is more than two miles from the school of attendance; 3. Students admitted via open enrollment policies who may be eligible for transportation under state or federal law. 4. (Required) Students with disabilities whose Individual Education Plans include transportation as a related service provided under the Individuals with Disabilities in Education Act. 5. (Required) Homeless students who are entitled to transportation under the McKinney-Vento Act. Students are expected to meet the standards of behavior as outlined by the District while on buses/District vehicles and in the bus loading and unloading process. Students that fail to meet these standards may have transportation privileges revoked. Students are prohibited from harassing, intimidating, and bullying other pupils on school buses/District vehicles and at school bus stops. Students may be transported only in District-approved vehicles during school or school sponsored events, unless otherwise approved by the Superintendent. [Transportation Directory](#)

Bus Regulations and Conduct (Policy EEAEC, EEAE-EA)

The school district will not tolerate misbehavior on the buses. Students, while on the school bus, will be directly responsible to the bus driver. Disorderly conduct is sufficient reason for the driver to report the facts to the principal. The principals have authority to suspend students from the bus until the student's parent/guardian brings the student to school for a conference and satisfactory assurance is given to principal by the parent/guardian that the student will improve his or her behavior. If the student continues to cause problems, the driver will notify the principal or school representative, who will suspend the student's bus privileges for a designated period.

Remember:

- Riding the school bus is a privilege that may be revoked at any time.
- Misbehavior on a bus can jeopardize the safety of everyone on board.
- A bus driver may prevent any person from riding the bus if the driver is unable to identify him or her as a student in attendance. This can be done by showing the current school ID in disciplinary situations, and at any other time at the driver's discretion, the driver may ask to see a school ID.
- Bus drivers are responsible for control and discipline while the bus is in operation.

- Conduct reports turned in by the bus driver may result in student discipline, up to and including suspension or expulsion.

Bicycles

Bicycles should be parked in the bicycle area and locked. The school is not responsible for stolen bicycles. It is to the students' advantage to have a good, strong lock for the bicycle. Police reports for stolen bicycles must be filed by your parent/guardian.

Student Relationships

The demonstration of affection between students in or around school or during school-related functions is limited to holding hands.

Service Animals

"Service animal" means any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Service animal does not include other species of animals, whether wild or domestic or trained or untrained. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks. The Superintendent shall allow for the presence of service animals in District schools or on District owned property in accordance with applicable laws, while safeguarding the health, safety, and welfare of students, staff, and visitors. The District prohibits discrimination against individuals with disabilities for the use of service animals if the work or tasks performed by the service animal are directly related to the individual's disability. Service animals must be under the control of the handler at all times. In most instances, the handler will be the individual with a disability or a third party who accompanies the individual with a disability. The District may need to provide some assistance to enable a particular student to handle his or her service animal. The service animal must be harnessed, leashed, or tethered while in public places unless these devices interfere with the service animal's work or the person's disability prevents use of these devices. In that case, the person must use voice, signal, or other effective means to maintain control of the animal. If a service animal is out of control and the handler does not take effective action to control it, staff may request that the animal be removed from the premises.

Loss and Damage of School Property

Students are expected to take pride in the school and its property. Any reckless, knowing, willful, intentional, or malicious damage, or loss of school property may result in discipline, cost-assessment, and legal action involving the responsible person(s).

Family Life Education/Sex Education

The Governing Board may adopt a sex education curriculum in accordance with Arizona laws. The District may develop its own sex education course of study or adopt an existing sex education course of study to meet the requirements of Arizona law. Employees shall not deviate from the Board-approved sex education curricula. A student's parent/legal guardian must provide prior written permission ("opt-in") for the student to participate in the sex education curricula. A student's parent/legal guardian may revoke permission at any time by providing written notification to the principal.

Course, Activity, and Program Fees

The following participation fees will be assessed of high school students: 1. Fees for the costs associated with fine arts and vocational education courses and for optional services, equipment, and materials offered to the students beyond those required to successfully complete the basic requirements of any other course. 2. Rental fees for the use of non-required textbooks, subject matter materials and equipment, and supplementary books. The nonpayment of fees will not prevent a student from generally enrolling in, applying to, or remaining enrolled in the school. The Governing Board shall adopt fees annually after notice of the proposed fees has been given to all parents of students enrolled at schools in the district before the Governing Board acts to adopt fees. The Principal may reduce or waive any fee if, in the discretion of the Principal, the fee creates an economic hardship for the student. [Resources for Parents/Fee Schedule](#)

Student Fees

The \$25.00 student fee will assist in funding essential school activities offered at Flagstaff Unified middle schools.

Sports Fees

The \$40.00 sports fee will cover costs associated with running middle school athletics. This fee is a one-time payment that allows students to participate in multiple sports. If you are interested in playing sports

Delayed Start Schedule

School cancellations and/or the Delayed Start Schedule will be announced by 6 a.m. over all radio and television stations and on the FUSD website: www.fusd1.org When a delayed start schedule is in effect, school will start at 9:50 a.m. rather than the usual time of 7:50 a.m. All morning school buses will run 1 hour 40 minutes later than usual.

Flowers, Balloons, and Presents

Interruptions during the school day interfere with learning, and many students have severe allergies to latex. FUSD middle schools cannot accept and deliver balloons, flowers, etc., to students. In addition, these items are not allowed on buses. Please do not have these items delivered to the school.

Textbooks

The school furnishes textbooks to students. Students are required to pay for any lost or damaged books assigned to them.

Grade Check

Student grades and attendance records are available on ParentVUE/StudentVUE. Please contact the front office for a password so that you can monitor your student's grades and attendance throughout the school year.

Vapes, e-cigarettes & oils, juices, etc. designed to be consumed in such devices

Flagstaff Unified School District has recently seen an increase in the student use of electronic cigarettes and vaping pens. According to the Center for Disease Control and Prevention, nearly 1 out of every 4 middle and high school students uses electronic vaping products. Common additives used in such devices include nicotine, flavorings, and caffeine; and such devices can also be used as a delivery system for cannabinoids and potentially other illicit drugs.

Additionally, such devices have been known to spontaneously ignite, causing bodily injury and property damage.

As the contents of an electronic smoking device are not easily identified and can range from tobacco to a controlled dangerous substance, students found using, or in possession of, an electronic smoking device or its components, will be subject to discipline per provisions of the FUSD secondary discipline matrix.

Discipline could be determined according to any or all of the following: Use/possession/sale of prohibited or illegal substances/items, combustibles, and/or contraband. Parents/Guardians will be contacted, and devices will be confiscated and not returned to students/families.

It is our hope that through the efforts of home and school, our students will refrain from using such devices. We strongly encourage you to have a conversation with your child about the dangers of vaping, e-cigarettes, etc.

Dress Code

It is the policy of Flagstaff Unified School District to prohibit discrimination and harassment in student attire and appearance. The District encourages students to take pride in their attire as it relates to the school setting. Students should dress in a manner that, in addition to the following guidelines, takes into consideration the educational environment, safety, health, and welfare of self and others. Students must wear: A. Shirt with fabric in the front, back, and sides under the arms. B. Bottoms that extend to at least mid-thigh. C. Shoes appropriate to a safe educational environment. Students may wear (examples may include): A. Fitted pants, leggings, yoga pants, jeggings, skinny jeans. B. Ripped jeans, provided holes/rips do not go above mid-thigh. C. Religious and cultural head coverings and hair accessories. D. Religious and cultural medallions, medals, or beads provided it does not create a safety hazard. E. Headbands. F. Hats, beanies, and hoods in school environments, including the classroom when permitted by the teacher. Note: Students may be asked to remove accessories and/or change clothing during curriculum or activities in which these items present a safety hazard. Students may not wear: A. Shirts without shoulder material B. See-through materials that expose undergarments C. Graphic representations on clothing, accessories, or the body that display profanity, vulgarity, obscenities, hate speech, or promote alcohol, cigarettes, vaping, drugs, gang-related behavior*, or sexual activity D. Images or language on clothing, accessories, or body that display or create a hostile or intimidating environment E. Bathing suits F. Helmets or sunglasses, inside the building (unless medically necessary) G. Accessories that could be considered dangerous or could be used as a weapon H. Gang-related clothing (may include bandanas), which is defined by law enforcement. Exceptions for special activities or health considerations may be pre-approved by the administrator. Attire should be appropriate for the weather during outside activities. These attire expectations shall apply to regular school days and summer schools; as well as any school-related activities. The purpose of the student attire policy and regulation is to ensure consistency and interpretation is implemented District-wide. It is the expectation and responsibility of staff to appropriately enforce student attire. Enforcement should be consistent with the District's discipline matrix. Failure to comply with the student attire policy should be enforced consistently with comparable behavior and conduct violation.

1. To comply with policy and regulation a student should be asked to modify their dress with their own clothing if available at school or have the option to wear school-provided clothing. Should a student refuse to modify their dress, it will be addressed according to the district discipline matrix.
2. Student's parents should be notified of infractions and provided the option to provide alternative clothing for the remainder of the day.
3. Repeated and/or continued failure to comply with student dress will be addressed according to the district discipline matrix.

The following are basic principles that we adhere to as a district:

1. Students may be removed from a classroom with minimal loss of instructional time as a result of a dress violation.
2. No student will be disproportionately affected by student dress enforcement because of gender, race, body size, or body maturity.
3. Students are not to be shamed or required to display their body in front of others (students, parents or staff) during any school activity.
4. Student dress expectations will be clearly communicated to all members of the school community.
5. Teachers and staff will be properly trained on how to enforce expectations of student dress.

ELECTRONIC DEVICE POLICY - AWAY FOR THE DAY

Electronic Device Usage

Sinagua Middle School is committed to the academic environment where students are engaged in their learning, actively participating and building academic endurance. We respect the privacy of others and treat each other kindly. We provide all the necessary materials from pencil and paper to an iPad. Students will not need a cell phone, headphones, or air pods to access their education at Sinagua Middle School. We will be implementing the following guidelines to support the FUSD cell phone policy.

SMS Guidelines:

- Electronics include cell phones, headphones, air pods, smart watches, etc.
- All electronics will be turned off or placed on silent and always out of sight (put away) from the time a student enters our campus until they leave our campus.
- We suggest all electronics be stored in the student's backpack.
- Electronics will not be used in classrooms, hallways, bathrooms, locker rooms, or at lunchtime in the cafeteria/outside spaces.
- Students may use electronics with teacher or staff permission only.
- When given the permission to use an electronic device that has recording capabilities, we will be respectful of others' privacy and ensure we are not recording or posting other people to social media without permission

What happens if my electronics are visible?

- You will be reminded to please turn off or silence your electronics and put it out of sight
- If a staff member asks for your electronic item, students will give the device to the staff member, your name will be put on the item, and it will be put in "Electronic Daycare" in the counseling office for the remainder of the day.
- You will be able to pick up your electronic item at the end of the day.
- If a student's device is chronically in the Electronic Daycare, SMS Administration will intervene in order to develop an individualized plan.

We believe all students can reach their potential when fully engaged in their learning with minimal distractions. We are committed to providing a safe learning environment where the students and adults are treated with respect and kindness. We have provided a copy of the FUSD electronic device policy to this notice, posted it on our website and have included it in our student handbooks. If you would like more information regarding the benefits and research around limited electronics use in schools, please visit, awayfortheday.org. If you have any questions, please contact one of the school administrators at SMS. Thank you for your support and partnership in serving your student.

FUSD POLICY - JICJ- USE OF PORTABLE ELECTRONIC DEVICES IN SCHOOL

Students may possess and use portable electronic devices, including but not limited to cellular telephones, MP3 and similar music players, radios, Walkmans, CD players, tape recorders and players, scanners, wireless email devices, cameras, etc., subject to limitations of this and other policies of the District under the following conditions and guidelines:

● **Portable electronic devices shall not be turned on or used in any way during instructional time or when their use is otherwise prohibited by school personnel.** Instructional time includes the entire period of a scheduled class, and other times when students are participating in any instructional activities (for example, during student assemblies, awards or other public ceremonies, etc.) If such portable electronic devices are used when prohibited by school personnel the device may be confiscated by school personnel. They may be obtained by the parent or guardian from a site administrator.

● Students are required to turn portable electronic devices over to school personnel when requested. Students who refuse to do so may be removed from class or other school activity, have committed insubordination and resisting authority and may be subject to disciplinary action up to and including suspension from school.

● Portable electronic devices are allowed to be taken and used on school trips except that they may not be used during any instructional activity or at other times when school personnel prohibit their use. Coaches and sponsors are encouraged to set guidelines for their use.

● Use of cameras or the camera features on a cell phone or other portable electronic device in a restroom or a locker room or for any use constituting an invasion of any person's reasonable expectation of privacy is strictly prohibited.

● The site administrator may establish and school personnel may enforce additional guidelines appropriate to campus needs.

● Students violating this policy may be subject to disciplinary action up to and including suspension from school.

● There is, in certain instances, educational value in utilizing portable electronic devices in class or during instructional activities when such devices aid in extending, enhancing, and/or reinforcing the students' learning process related to the instructional objectives of the class they are attending. Approval for students' use of such devices will be at the discretion of the classroom teacher and/or site administrator unless such device is mandated in the student's individualized education program (IEP) or the extreme nature of a bona fide emergency renders the securing of such permission impractical under the circumstances. Adopted: February 12, 2008

Social Media

The wide variety of social networking tools presently available provides students easy access to share important news and events with each other. Social media sites such as Twitter, Facebook, Snapchat, Instagram, Internet Forums, weblogs, social blogs, micro blogging, wikis, podcasts, photographs, videos, social bookmarking and others have many benefits in our world. However, they may also be disruptive when inappropriate posting or usage occurs. Using these communication tools in an inappropriate manner can have negative consequences, especially if unkind words or threats are used.

FUSD recognizes and supports its students' and staffs' rights to freedom of speech, expression and

association, including the use of social networks. In this context, each student and staff member must remember that participating in FUSD activities is a privilege, not a right. Any online postings or usage must be consistent with federal and state laws, as well as, team, school and district policies.

Prohibited content includes, but is not limited to, the following:

- Sexually explicit, profane, indecent, illegal or defamatory language/images or actions
- Derogatory language regarding school personnel or other students
- Comments designed to harass or bully students and/or school personnel
- Nude, sexually-oriented or indecent photos, images or altered pictures

Any use in school or out of school of computer software, computer networks, telecommunication devices, information technology, and related technologies, which disrupts or interferes with the educational process in any manner is prohibited and may result in removal from the school and a recommendation for expulsion.

Sinagua Middle School
Cell Phone Policy and Guidelines
2023-2024

Dear Parents and Guardians,

Last year we experienced students very attached to their personal electronics, to the point where it posed a safety concern at school. We witnessed phones being misused in spaces such as locker rooms and bathrooms where it invaded the privacy of others. We also had students so connected to their electronics that they were unable to hear adults warning them of a safety issue, giving them redirection, or providing praise. We saw a high number of students visiting the counseling office due to anxiety and fear of pictures or videos being taken of them and posted on social media. In our efforts to address these concerns, we reviewed the FUSD cell phone policy and gathered information from staff, parents, and students to assist us in designing guidelines that support the policy and focus on your student's wellbeing and education.

Sinagua Middle School is committed to the academic environment where students are engaged in their learning, actively participating, and building academic endurance. We respect the privacy of others and treat each other kindly. We provide all the necessary materials from pencil and paper to an iPad. Students will not need a cell phone, headphones, or air pods to access their education at Sinagua Middle School. We will be implementing the following guidelines to support the FUSD cell phone policy.

SMS Guidelines:

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- All electronics will be turned off or placed on silent and always out of sight (put away) from the time a student enters our campus until they leave our campus.
- We suggest all electronics be stored in the student's backpack.
- Electronics will not be used in classrooms, hallways, bathrooms, locker rooms, or at lunchtime in the cafeteria/outside spaces.
- Students may use electronics with teacher or staff permission only.
- When given the permission to use an electronic device that has recording capabilities, we will be respectful of others' privacy and ensure we are not recording or posting other people to social media without permission

What happens if my electronics are visible?

- You will be reminded to please turn off or silence your electronics and put it out of sight
- If a staff member asks for your electronic item, students will give the device to the staff member, your name will be put on the item, and it will be put in "Electronic Daycare" in the counseling office for the remainder of the day.
- You will be able to pick up your electronic item at the end of the day.
- If a student's device is chronically in the Electronic Daycare, SMS Administration will intervene in order to develop an individualized plan.

We believe all students can reach their potential when fully engaged in their learning with minimal distractions. We are committed to providing a safe learning environment where the students and adults are treated with respect and kindness. We have provided a copy of the FUSD electronic device policy to this notice, posted it on our website and have included it in our student handbooks. If you would like more information regarding the benefits and research around limited electronics use in schools, please visit awayfortheday.org.

If you have any questions, please contact one of the school administrators at SMS. Thank you for your support and partnership in serving your students.

Sincerely,

Christopher Koenker
Principal

Audra Gibson
Assistant Principal

Brandon Helton
Assistant Principal

Technology Use Agreement

Technology Use Requirements

The Superintendent shall put systems in place to encourage appropriate use of District technology and may require all users to execute an agreement regarding the applicable requirements. The District shall provide for measures that protect against Internet access by both adults and minors to visual depictions that are pornographic. The protective measures shall also include monitoring the online activities of students while using District technology. The District shall educate students on becoming digital citizens so that students learn the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world. No person, with knowledge of the character of the item involved, may intentionally or knowingly transmit or send to a minor by means of technology an item that is harmful to minors when the person knows or believes at the time of the transmission that a minor in this state will receive the item. Violation of this provision is a criminal felony and any violation will be submitted to law enforcement for investigation. The Superintendent shall implement and maintain data management and security controls that ensure maximum availability and effective use of accurate, timely, and reliable data and information while protecting the privacy, confidentiality, security, and safety of data regarding staff, students, and their families. The District shall strive to meet the following objectives: 1. Encourage and support effective use of data and information resources in academic and operational performance management and decision making. 2. Ensure confidentiality, privacy, and security of data and communications pertaining to staff, students, and their families. 3. Comply with federal, state, and local laws and regulations regarding information privacy and security, as well as records retention and disposal. 4. Implement prudent and reasonable measures to protect the District's data and information resources and technology infrastructure from unauthorized use, theft, exploitation, modification, destruction, and denial of use. 5. Create plans and procedures for responding to cyber attacks and, in the event of a successful attack, for effectively and fully recovering data in an ethical and lawful manner. 6. Ensure that authorized access to District data, information resources, and technology infrastructure by third parties is monitored and protected to the fullest extent. 7. Train staff regarding data management, security policies, and procedures. 8. Periodically conduct data governance and security risk assessments. District employees shall abide by all District requirements pertaining to the use of District technology or personal devices when communicating with students or minors.

Student Technology Responsible Use Agreement Use of Educational Technology Resources—Policy IJNDB-E

The Flagstaff Unified School District may provide Electronic Information Services (EIS) to qualified students who attend District schools. Each Student User of the EIS (such as an iPad) will be required to sign and return an EIS user's agreement to their school. EIS includes District computers, mobile devices and any other computer-accessible District source of information. To assure that the EIS is used in an appropriate manner and for the educational purposes intended, the District will require students who use the EIS to follow its policy, guidelines and procedures for appropriate use. Anyone who misuses, abuses, or chooses not to follow the EIS guidelines and procedures may be denied access to the District's EIS and may be subject to disciplinary action in accordance with established FUSD disciplinary policy up to and including expulsion for students.

Acceptable use of the EIS requires that the use of the resources be in accordance with the following guidelines and support the educational goals of the District.

Student users must:

- Use FUSD Electronic Information Services for educational purposes only.
- Agree not to submit, publish, display or knowingly retrieve any material that is not school-appropriate. Material that is generally available in print and other media in the library or classroom sets the standard for acceptability.
- Abide by all copyright and trademark laws and regulations.
- Not reveal their home address or personal phone numbers of themselves or others unless authorized to do so by designated school authorities.
- Understand that not all electronic mail or direct electronic communication is private and may be read and monitored by school-employed persons in compliance with applicable state and federal law.
- Not use the network in any way that would disrupt the use of the network by others.
- Not use the EIS for commercial gain **(including hardware, software and e-mail)**.
- Not attempt to damage, modify, or destroy district hardware or software, or interfere with system security and district servers.
- Agree to not engage in cyber-bullying. More resources on cyberbullying can be found at: <http://www.common sense media.org/advice-for-parents/cyberbullying>
- Not modify computer settings - for example: add or delete icons, change wallpaper, etc.
- Not compromise the web filter to access blocked pages.
- Immediately inform teacher/lab attendant if restricted information/pages are mistakenly accessed.
- Only use their own student account and not share their account with others.
- Understand that anyone who misuses, abuses, or chooses not to follow the EIS guidelines and procedures will be denied access to the District's EIS and may be subject to disciplinary up to and including expulsion for students.

A.R.S. 34-502 (enacted, 1999), which requires public schools to limit access to materials that are harmful to minors. The District may log the use of all systems and monitor all system utilization. It should be known and understood that any and all information on the FUSD network, with the exception of student records, is not deemed private unless so designated by applicable state or federal law or other District Policies. Accounts may be closed and inappropriate files may be deleted. The District is not responsible for any service interruptions, changes, or consequences. The District reserves the right to establish rules and regulations as necessary for the efficient operation of the EIS. The District does not assume liability for information retrieved via EIS, nor does it assume any liability for any information lost, damaged, or unavailable due to technical or other difficulties. All District computers including those with Internet access will comply with this.

Any disciplinary action chosen shall be consistent with the severity of the violation. Frequency of EIS violations may also be taken into account. In response to intentional malicious acts, possible financial reparations may be imposed. Other actions taken shall be hierarchical in nature, in accordance with established FUSD disciplinary policy. **All potential users of FUSD's EIS must sign this agreement and return it to their school prior to accessing EIS and being assigned an iPad.** In signing the agreement, the student agrees to be bound by its terms. If the agreement is not signed or returned to the school, the student will not be permitted to use district EIS resources. If the terms of the agreement change, all students will be expected to sign the revised policy. Failure to sign the revised policy may result in denial or revocation of EIS privileges.

Promotion & Retention of Students

The Superintendent shall ensure that students are promoted from one grade to another after meeting minimum competency requirements as defined by the Arizona State Board of Education, together with other requirements adopted by the Governing Board. A student shall earn academic credit in a course if the student receives a grade of D or better. Teachers shall assign grades based on the student's demonstration of competency in the subject area through tests, papers, projects, and other coursework as determined by the teacher. Competency standards shall be based on standards adopted by the Arizona State Board of Education or the Governing Board. Students shall have regular opportunities to review their progress through progress reports and other teacher feedback. Teachers shall notify students and their parent/legal guardian if the teacher determines that the student is not making satisfactory progress toward a passing grade.

Students shall be promoted from eighth grade after demonstrating competency as defined by academic standards adopted by the Arizona State Board of Education in the following subject areas:

1. English language arts;
2. Mathematics;
3. Science;
4. Social Studies; including:
 1. Civics; and
 2. Instruction on the Holocaust and other genocides at least once in either the seventh grade or the eighth grade.
5. Two or more electives including, but not limited to:
 1. Visual Arts
 2. Dance
 3. Theatre
 4. Music
 5. Media Arts
 6. Health/Physical Education

The standard certificate of promotion will be issued also to special education students who meet the requirement established by the District in compliance with A.D.E. Regulation R7-2-301(C).

Sexual Harassment

(Policy ACA)

The Governing Board prohibits sexual harassment of or by any of its employees, students, or visitors. It is the District's policy that all individuals associated with the District, including but not limited to the Governing Board, employees, students, and visitors have a right to work, learn, and visit all District sites in an environment free of discrimination based on race, color, religion, sex, age, national origin, disability, sexual orientation, and sexual harassment. All employees, students, and visitors at all sites must avoid offensive or inappropriate sexual and/or sexually harassing behavior. Governing Board members, employees, students, and visitors have a right and responsibility to report harassment experiences. It will be ensured that there will be prompt and equitable resolution of sexual harassment complaints by providing access to any needed information and materials concerning harassment, how to file a complaint, and a step-by-step process which will guide those involved, whether it be the accused or the victim. More information on reporting can be found in Policy ACA.

Hazing

(Policy JICFA)

Hazing is prohibited. Solicitation to engage in hazing is prohibited. Aiding and abetting another person who is engaged in hazing is prohibited. A person commits hazing by: Intentionally, knowingly, or recklessly, for the purpose of pre-initiation activities, pledging, initiating, holding office, admitting, or affiliating a student into or with an organization, or for the purpose of continuing, reinstating, or enhancing a student's membership or status in an organization, causing, coercing, or forcing a student to engage in or endure any of the following: 1. Sexual humiliation or brutality, including forced nudity or an act of sexual penetration, or both; or 2. Conduct or conditions, including physical or psychological tactics, that are reasonably calculated to cause severe mental distress to the student, including activities that are reasonably calculated to cause the student to harm themselves or others; or 3. The consumption of any food, nonalcoholic liquid, alcoholic liquid, drug, or other substance that poses a substantial risk of death, physical injury, or emotional harm; or 4. An act of restraint or confinement in a small space or significant sleep deprivation; or 5. Conduct or conditions that violate a federal or state criminal law and that pose a substantial risk of death or physical injury; or 6. Physical brutality or any other conduct or conditions that pose a substantial risk of death or physical injury, including whipping, beating, paddling, branding, electric shocking, placing harmful substances on the body, excessive exercise or calisthenics, or unhealthy exposure to the elements. a. With the intent to promote or aid the commission of hazing, agreeing with one or more persons that at least one of them or another person will engage in hazing, and one of the parties commits an overt act in furtherance of hazing. b. Intentionally or knowingly engaging in conduct that would constitute hazing if the attendant circumstances were as the person believes them to be. c. Intentionally or knowingly doing anything that, under the circumstances as the person believes them to be, is any step in a course of conduct planned to culminate in committing hazing. d. Intentionally or knowingly engaging in conduct that is intended to aid another to commit hazing, although the hazing is not committed or attempted by the other person.

This Policy shall not be construed to apply to customary athletic events, contests, or competitions that are sponsored by the school, or to any activity or conduct that furthers the goals of a legitimate educational curriculum, legitimate extracurricular program, or legitimate military training program. Victim consent to or acquiescence in hazing is not a defense to a violation of this Policy. All students, teachers, and staff shall take reasonable measures within the scope of their individual authority to prevent violations of this Policy. Complaints of hazing and violations of this Policy should be reported to the principal or assistant principal of the school that sponsors the organization or where any student allegedly involved is enrolled. The principal, assistant principal, or designee shall promptly investigate all complaints of hazing and violations of this Policy. Violations of this Policy shall be reported to the appropriate law enforcement agency whenever a crime is reasonably suspected to have occurred. Students who violate this Policy are subject to disciplinary action, including suspension and expulsion. Any teacher or staff who knowingly allows, authorizes, or condones a violation of this Policy is subject to disciplinary action, including suspension without pay and termination of employment. Any organization that knowingly allows, authorizes, or condones a violation of this Policy may have its permission to conduct operations at the school suspended or revoked. All persons and organizations alleged to have violated this Policy are entitled to appropriate due process, including the right to appeal the discipline or sanction to the next administrative level. This Policy shall be posted in each school building and printed in every student handbook for distribution to parents/guardians and students.

Violence/Harassment/Intimidation/Bullying

Harassment, intimidation, and bullying are prohibited on school grounds and property, on school buses, at school bus stops, at school-sponsored events and activities, and through the use of electronic technology and electronic communication on school computers, networks, forums, and mailing lists. Harassment means 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, color, national origin, religion, sex (including sexual orientation and gender identity), or disability and that is sufficiently severe, pervasive, and objectively offensive so as to effectively deny a person equal access to the District's education program or activity. Harassing behaviors can be direct or indirect and by use of social media. Sexual harassment will be administered pursuant to Board Policy 1-203. Intimidation means any behavior by one student toward another student intended to induce fear of physical or emotional harm, either directly or indirectly, and by use of social media. Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation, harassment, and/or intentional shaming that A. 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, B. 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, C. occurs when there is a real or perceived imbalance of power or strength, or D. 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 A. 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, B. exposure to social exclusion or ostracism, C. physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting, and D. damage to or theft of personal property. Cyberbullying includes, but 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. At the beginning of each school year, school officials are to provide all students with a written copy of the rights, protections, and support services available to victims of harassment, intimidation, or bullying. All schools shall make a written and electronic form available for the reporting of incidents of harassment, intimidation, or bullying. Anonymous reporting will also be available. Students and parents/legal guardians may make a confidential report to the appropriate school official. All reported incidents of harassment, intimidation, or bullying are to be documented and the documentation maintained for at least six years. The documentation shall not be used to impose disciplinary action unless an appropriate school official determines that the alleged harassment, intimidation, or bullying occurred. The documentation shall be maintained confidential to the extent possible, and, if provided to persons other than school officials or law enforcement, all individually identifiable information shall be redacted. If an incident of harassment, intimidation, or bullying is reported, school officials will provide an alleged victim with a written copy of the rights, protections, and support services available. An appropriate school official shall investigate reported and suspected incidents of harassment, intimidation, or bullying, and shall notify the alleged victim and alleged victim's parents/guardians of the investigation. Students who have admitted to or been found to have engaged in harassment, intimidation, or bullying are subject to disciplinary action, including suspension and expulsion. Any student determined to have submitted a false report of harassment, intimidation, or bullying is also subject to disciplinary action, including suspension and expulsion. Any student physically harmed as the result of harassment, intimidation, or bullying may be referred for emergency medical services, if appropriate. Violations of this Policy shall be reported to the appropriate law enforcement agency whenever a crime is reasonably suspected to have occurred.

[Anonymous Alerts](#)

Definitions

Bullying

Bullying may occur when an individual or group engages in any form of behavior or aggression that includes such acts as intimidation and/or harassment that:

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

Bullying of an individual or group can be manifested through written, verbal, physical, emotional or psychological 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 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.

Bullying may also be in violation of Title VI of the Civil Rights Act of 1964 1 (Title (VI), which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education amendments of 1972 2 (Title IX), which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation

Act of 1973, and its implementing regulations (Section 504); and Title II of the Americans with Disabilities Act of 1994, and its implementing regulations (Title II).

Harassment

Harassment is behavior by an individual or group that consists of systematic and/or continued unwanted and annoying actions, including threats and demands. Harassing conduct may take many forms, including verbal acts and name calling (e.g., bullying); graphic and written statements, which may include use of cell phones, social-media or the Internet (e.g. cyberbullying); or other conduct that may be physically threatening, harmful or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school. Harassment based on race, disability, sex, religious orientation, sexual orientation, cultural background, economic status, size or personal appearance may violate an individual's civil rights when such harassment is sufficiently serious that it creates a hostile environment and such harassment is encouraged, tolerated, not adequately addressed or ignored.

Cyberbullying

Cyberbullying is, but not limited to, any act of bullying or harassment 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 person electronic media and equipment.

Cyberbullying may also be in violation of Section 504 of the Rehabilitation Act of 1973, and its implementing regulations, and Title II of the Americans with Disabilities Act of 1990 and its implementing regulations.

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.

Prohibitions and Discipline

Students are prohibited from engaging in behaviors that would constitute bullying and/or harassment 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 and/or harassment which occurs outside of the school and the school day when such bullying and/or harassment results 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 violation of law will be reported to local law enforcement.

Dangerous Weapons in School

(Policy J)

No student shall go onto the school premises with a firearm, explosive, knife, or any other dangerous or illegal instrument or a simulated instrument (for example, a toy gun) displayed or represented by the student as a dangerous instrument. No student shall interfere with normal activities, occupancy, or use of any building or portion of the campus by exhibiting, using, or threatening to exhibit or use a firearm, explosive, knife or other dangerous or illegal instrument, or any instrument or simulated instrument represented as a dangerous instrument.

Except as provided below, any student violating this policy shall be suspended for a period of not less than one year or expelled. Authorization by the Governing Board is required for a student to be suspended for more than 10 days or expelled. Please refer to Policy J.

Student Discipline

Student Discipline Policy

(Policy JK/JK-R)

Appropriate behavior is a necessary prerequisite to learning. Each student must conduct themselves properly and in accordance with school rules, regulations, and policies at all times. Each employee of the District is responsible for helping to enforce proper student conduct.

The District further recognizes that situations may arise that, in the best interest of the majority of the students and of the District, will necessitate the removal of a student or students from school campus.

The District believes that close cooperation between parent/guardian and the school is the most effective method of preventing difficult situations from arising. The District recognizes its responsibility for helping to develop closer home-school cooperation and will:

- Inform parent guardians of situations that may be developing prior to the need for disciplinary action whenever possible.
- Develop and distribute clearly stated discipline policies, rules and regulations.

Student Discipline (Policy JK & Regulation JK-RA)

1. Students shall behave responsibly and respectfully to achieve school success socially and academically, and comply with the rules, pursue the required course of study, and adhere to the authority of the teachers, the administrators, and the Governing Board. 2. Students shall be held accountable for disorderly conduct on school property or that takes place to and from school. 3. A teacher may send a student to the principal's office to maintain effective discipline in the classroom. If a student is sent to the principal's office, the principal shall employ appropriate discipline management techniques that are consistent with rules adopted by the Board.

Suspension and Expulsion of Students - 1. A student may be expelled for continued open defiance of authority, continued disruptive or disorderly behavior, violent behavior that includes use or display of a dangerous instrument or a deadly weapon as defined in A.R.S. § 13-105, use or possession of a gun, or excessive absenteeism. 2. A student may be expelled for excessive absenteeism only if the student has reached the age or completed the grade after which school attendance is not required as prescribed in A.R.S. § 15-802. 3. A student may be suspended or expelled for other conduct that is deemed a violation of District policies, regulations, or the student code of conduct. 4. A student shall be expelled from school for a period of at least one (1) year if the student is determined to have brought a firearm to a school within the jurisdiction of the school district, except that the school district may modify this expulsion requirement for a student on a case-by-case basis. 5. A student shall be expelled for at least one (1) year if the student is determined to have threatened an educational institution, except that the school district may modify this expulsion requirement for a student on a case-by-case basis if the student participates in mediation, community service, restitution, or other programs in which the student takes responsibility for the results of the threat. A student may be reassigned to an alternative education program if the student participates in mediation, community service, restitution, or other programs in which the student takes responsibility for the threat. The student's parent/legal guardian may be required to participate in mediation, community service, restitution, or other programs in which the parent/legal guardian takes responsibility with the student for the threat. 6. A student who cuts, defaces, or otherwise injures any school property may be suspended or expelled. On complaint of the Board, the parents/legal guardians of minors who have injured school property are liable for all damages caused by their children or wards. 7. A student may be suspended or expelled for excessive absenteeism pursuant to A.R.S. § 15-803. This provision shall not be applied to students who have completed the course requirements, or whose absence from school is due solely to illness, disease, or accident as certified by a person who is licensed pursuant to title 32, chapter 7, 13, 14, 15 or 17. 8. Students who have been found to have committed incidents of harassment, intimidation, or bullying may be disciplined up to and including suspension and expulsion. Students may also be disciplined for submitting false reports of incidents of harassment, intimidation, or bullying. 9. The suspension and expulsion of students shall not be based on real or perceived race, color, sexual orientation, gender expression or identity, national origin, or ancestry discrimination. 10. If a student withdraws from school after receiving notice of possible action concerning discipline, suspension, or expulsion, the District may continue with the action after the withdrawal and may record the results of such action in the student's permanent file. 11. The principal of each school shall ensure that a copy of all rules pertaining to discipline, suspension, and expulsion of students is distributed to the parent/legal guardian of each student at the time the student is enrolled in school or transfers into the school.

Suspension and Expulsion Hearings - The Board is statutorily authorized to discipline students and to suspend or expel students as it deems appropriate. The Board vests the Superintendent, or a person designated by the Superintendent, with the power to suspend students. In schools that do not have a Superintendent or principal, a teacher may suspend a student from school. 2. All hearings concerning the expulsion of a student will be conducted before a hearing officer selected from a list of hearing officers approved by the Board, unless the Board, in executive session, determines that the Board will conduct the expulsion hearing. 3. The District will give written notice at least five (5) working days before the hearing by the Board, or the hearing officer or officers designated by the Board, to all students subject to expulsion and their parent/legal guardian of the date, time, and place of the hearing. If the Board decides that the hearing is to be held in executive session, the written notice shall include a statement of the right of the parent/legal guardian, or an emancipated student who is subject to expulsion, to object to the Board's decision to have the hearing held in executive session. Objections shall be made in writing to the Board.

Students with Disabilities - School employees shall ensure that

any discipline, suspension, or expulsion of students with disabilities complies with the provisions of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. *Criminal Activity* - The principal or designee shall contact law enforcement if a student is suspected of committing a crime. *Corporal Punishment* - The District does not permit the use of corporal punishment.

Accomplice Liability (Aiding & Abetting) – A student who, with the intent to promote or facilitate the commission of a violation by another person of District Policy or Regulation: solicits or commands another person to commit a violation, or aids, counsels, agrees to aid or attempts to aid another person in planning or committing a violation, or provides means or opportunity to another person to commit the violation, may be disciplined to the same extent as a student who may be found to have violated the other District Policy or Regulation.

Students should be advised that additional consequences, relating to participation in extracurricular activities, may be imposed by the Principal, his designee, or the activity sponsor for the violation of any portion of the above policy. School administrators may determine placement in an alternative educational program.

Students wishing to voluntarily participate in a substance abuse course, who have not been apprehended for violation of the substance abuse policy, may do so by contacting a building-level administrator or counselor. Such students will not be subject to disciplinary action for this self-referral.

ORIENTATION TO STUDENT DISCIPLINE

At the beginning of each school year, the principal shall ensure that each teacher is given a copy of the jointly developed criteria for the referral of students for administrative disciplinary action. These criteria shall be reviewed with all of the teachers. In addition, the referral procedure shall be outlined and given to each teacher.

PROCEDURES GOVERNING REFERRAL

If the behavior of a student in class makes his presence unacceptable, the student shall be excluded from that class for the remainder of the period via proper transmittal slip to the appropriate administrator. The teacher shall furnish the administrator with the full particulars of the incident as promptly as his teaching obligations will permit; in all cases, however, appropriate information shall be furnished to the administrator by the end of the day on which the referral is made. Each referral shall be in writing. This information shall be furnished on a system form, with a copy to be retained by the teacher and a copy to be returned to the teacher and the student's counselor indicating the action taken. The administrator and/or the teacher may request a conference with the student and/or parent.

PROCEDURES GOVERNING RESPONSES TO REFERRALS

If the teacher has not received a response within three (3) workdays after the submission of the referral, the teacher shall contact the appropriate administrator concerning the status of the referral. If, after another three (3) workdays following such contact, the teacher has not received a response to his referral and/or inquiry, the teacher may initiate action within the District's grievance procedure.

PROCEDURES GOVERNING CONFERENCES

- Upon a student's first (1st) referral, a conference with the teacher, the parent and the administrator may be held.
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- Upon a second (2nd) referral of the same student by the same teacher or for the same reason during a semester, a conference involving the teacher, the parent, and the administrator is required.
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- Upon a third (3rd) referral of the same student by the same teacher or for the same reason during a semester, the class from which the referral came shall be closed until a conference involving the teacher, the parent, and the administrator can be held and a decision can be made as to the action to be taken. All parties shall be notified immediately.

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- The administrator may, if circumstances warrant, close the class prior to the third (3rd) referral.
- Should subsequent conferences occur, the principal shall determine whether the teacher's presence is necessary or whether a written statement shall be prepared in lieu of actual attendance?

SUSPENSION

Approved school Administrator may suspend a student who is guilty of misconduct occurring while traveling to, attending, and returning from school, while visiting another school or at a school-sanctioned activity, or in any situation in which the District may lawfully exercise its authority to discipline a student, for a specific period of time.

Suspension means the temporary withdrawal of the privilege of attending or visiting a District school or a District school- sponsored function for a specified period of time. There are two types of suspension, a short-term suspension, up to ten (10) days, or a long-term suspension, more than ten (10) days.

Any suspension is subject to the due process rights set forth in District Policy JKD.

STUDENT CODE OF CONDUCT - Students are expected to obey all rules and regulations adopted by the Governing Board and to obey any order given by a member of the faculty or staff relating to school activities (District Policy JIC).

Under Arizona law, students will be held to strict account for disorderly conduct on school property and on the way to and from school [A.R.S. 15-341(A) (13)] Students are expected to follow the directions of District personnel and agents while on school property, on the way to and from school, while visiting another school or at a school-sanctioned activity, or in any situation in which the District may lawfully exercise its authority to discipline a student. Students committing unreasonably dangerous or illegal acts while outside of normal school hours or functions may be excluded from school under certain circumstances.

Disruptive Conduct—A student shall not engage, or attempt to engage, in any conduct that is reasonably likely to disrupt, or that does disrupt, any school function, process, or activity. 2. Threatening an Educational Institution—A student shall not threaten a school or the District by interfering with or disrupting a school, the District, or any school or District activity in violation of A.R.S. §§ 13-2911 and 15-841.H. 3. Violation of Federal, State, or Local Law—A student shall not violate any federal, state, or local law. 4. Violation of School Policies and Rules—A student shall not violate any Governing Board policy, regulation, or rule. 5. Defiance of Authority; Untruthfulness—A student shall obey the reasonable orders of teachers, administrators, and other District employees, and shall respond to requests for information from those persons in a truthful manner. 6. Alcohol—A student shall not possess, sell, offer to sell, purchase, offer to purchase, use, transfer, or be under the influence of alcohol. The term "alcohol" means beer, wine, or any distilled spirits as defined in A.R.S. § 4-101. 7. Drugs; Drug Paraphernalia—A student shall not possess, distribute, dispense, be under the influence of, purchase, obtain, use, sell, or transfer, or attempt to purchase obtain, sell, or transfer any controlled substance, dangerous drug, narcotic drug, or precursor chemical. The terms "controlled substance," "dangerous drug," "narcotic drug," and "precursor chemical" have the meaning as defined in Policy 4-205. a. A student shall not purchase, transfer, or sell any drug that is available by prescription only, or any over-the-counter medication. b. A student shall not possess or use any drug that is available by prescription only, or an over-the-counter medication, without the authorization of the building principal or the principal's designee. c. A student, including a cardholder as defined in A.R.S. § 36-2801, shall not possess or use marijuana on any District property or at any District-sponsored event. d. A student shall not possess, sell, offer to sell, transfer, or use drug paraphernalia as defined by A.R.S. § 13-3415. 8. Vandalism; Destruction of Property—A student shall not damage, destroy, or deface any school property or property belonging to any other person. 9. Weapons or Dangerous Items—A student shall not possess or use a firearm, weapon, explosive, fireworks, or any other instrument capable of harming any person or property, or that reasonably would create the impression of such harm. 10. Toy Guns and Weapons—A student shall not possess a toy gun or other toy weapon that appears to be capable of causing bodily harm. 11. Gang Activity or Association—A student shall not wear, carry, or display

gang paraphernalia and/or exhibit behavior or gestures that symbolize gang membership or affiliation.

12. Threats; Assault; Fighting—A student shall not verbally or physically threaten, abuse, assault, or engage in a fight with any student, school employee, or any other person.

13. Defamation—A student shall not use defamatory words or phrases or distribute defamatory materials. Defamatory words or materials are those that are false and expose a person to hatred, contempt, ridicule, disgust, or an equivalent reaction, or are false and have a tendency to impugn a person's occupation, business, or office.

14. Obscenity; Vulgar language—A student shall not use obscene or vulgar language or gestures, or distribute obscene or vulgar materials. Obscene materials, language, or gestures are those that an average person, applying contemporary community standards of the school community, would find that, taken as a whole, appeal to the prurient interests, and lack serious literary, artistic, political, or scientific value. Vulgar language, materials, or gestures include language, materials, or gestures that depict sexual and/or excretory activities in a patently offensive manner.

15. Harassment—A student shall not harass another person. Harassment includes, but is not limited to, verbal abuse that insults or humiliates others. It also includes sexual innuendos, unsolicited and unwelcome conduct that has sexual overtones, or continuing to express sexual or social interest after being informed that the interest is unwelcome. Harassment also includes non-sexually oriented conduct that includes words, actions, jokes, or comments based upon an individual's sex, gender identity, disability, race, national origin, religion, political beliefs/affiliation, marital status, home language, family, social or cultural background, or other legally protected characteristic.

16. Attire and Appearance—A student's attire or appearance shall not present health or safety problems, or cause disruption of educational activities. Items of attire with obscene words, slogans, or graphics or slogans related to drugs or alcohol shall not be worn or displayed. Footwear must be worn.

17. Forgery; Plagiarism; Cheating—A student shall not use or attempt to use the identity, signature, academic work, or research of another person and represent that it is the student's own. A student shall not share his or her knowledge or work with another student during an examination or test unless specifically approved in advance by the teacher. A student shall not use, during any examination or test, any materials or notes unless approved by the teacher. A student shall not forge a parent's/legal guardian's or any other person's signature on any communication to the school, or on any school document or form.

18. Misrepresentation—A student shall not provide false information to school personnel or impersonate another person verbally or in writing to provide false or misleading information to a school.

19. Gambling—A student shall not engage in any game or activity that involves the element of risk or chance with the intention that property or money will be exchanged based on the outcome of the game or activity, unless the activity is otherwise lawful and properly supervised and has received the express approval of the school principal.

20. Initiation and Hazing—A student shall not engage in any activity involving an initiation, hazing, intimidation, assault, or other activity related to group affiliation that is likely to cause, or does cause, bodily injury, mental harm, or personal degradation or humiliation. All initiations, including those related to any school club, athletic team, or other group are subject to these prohibitions whether or not the conduct occurs on school grounds.

21. Bullying and Cyberbullying—A student shall not bully or cyberbully another student or any District employee. Bullying and cyberbullying include acting toward someone in an unwelcome manner, repeated over time, that exerts or attempts to exert power over that person. It also includes actions that contribute to a substantial risk of, or cause, injury, mental harm, degradation, or social exclusion.

22. Emergency Alarms and Fire Control Devices—A student shall not activate or use any fire alarm or emergency control device unless the student reasonably believes that an emergency exists justifying the use of the device.

23. Arson—A student shall not start, attempt to start, or promote the continuation of any fire or explosion. This does not preclude teacher-approved and supervised class activities, such as an approved and supervised experiment in chemistry class.

24. Unauthorized Entry—A student shall not gain, or attempt to gain, forceful or unauthorized entry to, or occupation of, school buildings or grounds, or designated offlimits areas on school property.

25. Misrepresentation; Extortion; Theft—A student shall not take, use, or borrow any property by misrepresentation, deception, or by an express or implied threat. A student shall not take, use, or borrow property belonging to another person without that person's permission to use or take the property.

26. Tobacco, Cigarettes, Vaping—A student shall not possess or use tobacco or cigarettes, a vaping device or inhalant product, matches, or lighters.

27. Tardiness—A student shall not be tardy to class or to any required school activity.

28. Endangering the Health and Safety of Others—A student shall not engage in conduct that endangers or reasonably appears to endanger the health or safety of other students, school employees, or other persons.

29. Traffic and School Bus Rules—When operating a motor vehicle on school grounds or at a school event, a student shall follow all school and

other traffic rules, and shall operate the motor vehicle in a safe and prudent manner. A student shall abide by all school rules regarding the student's conduct while in a school bus or other vehicle, and shall obey the directives of school bus drivers and monitors. 30. Cell Phones and Other Electronic Communications—A student shall not use a cell phone or other electronic communication device during class time without the express permission of the teacher. During class time, a cell phone or other electronic communication device shall be turned off and placed in the student's purse or backpack. A student shall not record or transmit speech or other communications of other persons without those persons' express consent. 31. Leaving Class or School Grounds—A student shall not leave class without the teacher's permission. A student shall not leave school grounds during regular school hours without authorization by the principal or principal's designee. 32. Bomb Threat; Chemical or Biological Threat—A student shall not threaten to cause harm to property or persons using a bomb, explosive, arson-causing device, dangerous chemical, or biological agent. 33. Inappropriate Use of Technology—A student shall not use District computers, network, or other technology to post, send, or share personal information about the student or others without prior permission of both a teacher and parent/legal guardian. A student shall not make or attempt unauthorized access to any District information system. A student shall not use District technology to bypass or attempt to bypass any firewall, or to perform any illegal act, or to access a District-prohibited website.

Police Interview Notification

When a peace officer seeks to interview a student on school grounds, school staff will make reasonable attempts to notify the student's parent/legal guardian before the interview occurs. However, school staff will not impede a peace officer from performing the peace officer's duties. Peace officers have the right of immediate access to a student when making an arrest, serving a subpoena, or serving or executing warrants (including search warrants). In such circumstances, advance notification and an opportunity for the parent/legal guardian to attend an interview may not be proper or possible. Parent/legal guardian notification will not be provided when: Any alleged criminal conduct involves a parent/legal guardian; Advance notification creates an unreasonable risk to personal or public safety; or the investigating peace officer expressly prohibits such notification.

Department of Child Safety Interview and Custody

When a Department of Child Safety (DCS) case worker seeks to interview a student on school grounds, staff will notify the principal. Staff will request the DCS case worker complete the "Form for Signature of Interviewing Case Worker." Staff will not impede a DCS case worker from performing the DCS case worker's duties. Staff shall notify a student's parent/legal guardian when a DCS case worker seeks to interview a student unless: 1. The offense was allegedly committed by the student's parent or legal guardian; or 2. The offense was already reported to the police or DCS, and the investigator has determined that notifying the parent/legal guardian would impede the investigation.

STUDENT DISCIPLINE MATRIX OF CONSEQUENCES

The categories of misconduct specified below are intended only as examples of the kinds of misconduct justifying discipline and not as a complete list of misconduct. Note: These are recommended disciplinary guidelines for some examples of misconduct. Depending on the circumstances of the offense and history of the offender, actual discipline may be lesser or greater at the administrator's discretion on a case-by-case basis. Offenses are cumulative during each academic school year.

The Flagstaff Unified School District (FUSD) is committed to maintaining safe, relational, equitable, and trauma-informed school environments that collectively contribute to a successful and fulfilling educational experience for students and their families.

Within this context, FUSD recognizes the need for fair and consistent restorative approaches to discipline designed to maximize administrator, teacher, student, and parent understanding and engagement. Students, staff, and all members of the school community are expected to conduct themselves, at all times, in a manner that will bring credit to themselves, their community, and the school. It is important that students know that school staff are legally responsible for the conduct of students during school hours, while students are on campus, or at any school function.

Students, staff, and parents are expected to follow the agreements set by all members of the school during these times of responsibility. Students going to and from school and students engaging in conduct outside of school that adversely affects the school community are also subject to school discipline.

Arizona law requires that school authorities regulate student conduct and discipline students for misconduct. Consistent with student and staff due process rights and responsibilities, school authorities will collaboratively engage with students and staff when discipline (accountability, repair of harm, and healing) is needed based on the nature of the harm committed, the needs of the affected party/parties (victim/s), and the disciplinary history of the responsible party (offender) to preserve the positive educational and relational climate of the school (community).

Orientation to a Restorative Discipline Process

FUSD incorporates Restorative Practices into our Discipline Matrix and Student Code of Conduct as the fundamental approach by which we engage with one another and respond to misbehavior and conflict. Suspensions, expulsions, and administrative hearings are conducted with a restorative mindset. At times, we use a combination of a restorative intervention and suspension (cool down/reflection time) in order to address the underlying cause of the misbehavior or conflict and provide accountability for all those involved.

At the beginning of each school year, the principal shall ensure that each teacher is given a copy of the jointly developed criteria for the referral of students for a restorative disciplinary process. These criteria shall be reviewed with all of the teachers. In addition, the referral procedure shall be outlined and given to each teacher and staff member.

Defining Terms

[Restorative Practices](#) is a theory of relational engagement and discipline that emphasizes building relationships first and then, when harm has occurred, repairing the harm caused or revealed by misconduct rather than by punishment. It does so by:

- a. Identifying the misconduct and broken relationship(s) and then attempting to repair the harm and rebuild the relationship(s);
- b. Including all people impacted by a conflict or incident in the process of responding to the conflict or incident; and
- c. Creating a process that promotes healing, reconciliation, and rebuilding relationships to build mutual and collective responsibility and constructive responses to wrongdoing within our schools.

Restorative Practice is a framework for a broad range of restorative discipline approaches that proactively build a school community based on cooperation, mutual understanding, trust, and respect, and respond to conflict and disciplinary incidents by including all people impacted by a conflict in finding solutions that restore relationships and repair the harm done to the school community. These practices can be used to implement positive behavior in classrooms and on school campuses, consistent with the framework set forth in this code, when some flexibility is given to implementing restorative practices as a first step—before the suspension is used.

Preventative Measures and Practices

Our school actively creates a positive school climate for all members of the school community and our stakeholders through the regular and ongoing use of classroom and school-wide restorative practices that build community, strengthen relationships, promote inclusiveness, and enhance communication and problem-solving skills.

School-wide restorative practices include but are not limited to

1. Discussions in the classroom, staff meetings, and school-wide forums about how school community members should treat one another;
2. Time to share the highs and lows of the day in advisory classes or classroom circles;
3. Creating a welcoming environment where parents or guardians and community members are invited to volunteer and participate in the school community, including creating a parent room on campus; and
4. Creating mechanisms for students to check-in when they enter school each day to share concerns and/or request a meeting with a counselor to discuss problems they are facing.

Teachers are encouraged to use restorative circles as a classroom teaching method to work collaboratively with students to set academic goals, explore the curriculum, and set classroom norms for behavior, including:

- a. Morning "Check-in" Circles for teachers and students to share what is going on in their lives, center themselves, and focus on the day ahead; and
- b. Discussion/Proactive Circles to talk about a topic they are currently studying and delve into more depth on the subject.

All staff are encouraged to use circles among themselves to build trust, connection, and academic collaboration and to use problem-solving circles when an issue needs to be addressed.

Teachers, administrators, counselors, support staff, and students themselves shall use restorative problem-solving techniques that increase communication and provoke student and staff reflection on how their actions impact others.

Responding to Specific Incidents

In response to disciplinary infractions or conflict, our school shall use a continuum of restorative rather than punitive strategies. We shall use restorative and other positive responses, except for the most serious and dangerous offenses when exclusion from school is absolutely necessary to protect the safety of the school community.

1. All individuals impacted by a behavior conflict shall collectively identify the harm done, develop solutions for how the harm will be addressed, and identify the needs and obligations of all involved to heal and repair the situation as fully as possible.
2. If appropriate, the students or staff who committed the behavior or were involved in the conflict may participate in a restorative process to hear from all stakeholders and determine actions that meet restorative practice principles. Restorative processes should be conducted in a student-friendly space with students and staff trained to facilitate the discussion.
3. The continuum of strategies includes but is not limited to
 - a. Restorative Conversations - One-on-one informal conversations that are held as an immediate response or follow-up to an action that has somehow caused harm to help the student correct the behavior in the present and future.
 - b. Restorative Agreement Meetings - One-on-one conversations that are held as an immediate response or follow-up to an action that has somehow caused harm to help the student correct the behavior in the present and future that ends with a written agreement with a follow-up plan.
 - c. Problem-Solving and Restorative Circles - Spaces in which participants take turns speaking to a topic, guided by at least one circle keeper, using a talking piece, and going around to ensure that everyone has an equal opportunity to speak. Many different types of circles can be used to promote a positive learning environment and deal with issues as they arise. Some of the main circles that schools can utilize for discipline include:
 - i. Harm Repair Circles to address what occurred, repair the harm, and develop solutions to prevent reoccurrence, involving relevant parties and support people if helpful;
 - ii. Proactive Behavior Management circles are used to role-play and work with students to develop positive behavioral models.
 - d. Restorative Mediation - A process that provides those harmed by an incident an opportunity to meet the person who caused the harm in a safe and structured setting and engage in a mediated discussion of the incident. With the assistance of a trained mediator, those who were harmed are able to tell the person who caused the harm about the incident's physical, emotional, and other impacts; to receive answers to lingering questions about the incident; and to be directly involved in developing a plan for the harm to be repaired.
 - e. Restorative Group Conferencing - A facilitator leads those who were involved in an incident, particularly in cases where community-wide impact is present, whether they were harmed or did the harm, as well as their supporters, in a face-to-face process. This process

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aims to address the harm, make things right, and prevent reoccurrence and is based on the ideas of restorative practices and mutual accountability.

f. Restorative Reintegration Meetings - A process that helps a student reintegrate back into the school community and classroom after being gone on suspension or expulsion by dealing with the issues behind the incident and the return to school for all parties in the process—the student, teacher/staff member, parent (if appropriate), and other affected or interested community members.

g. Restorative Suspensions - A process whereby a time out or pause from school is given to a student not as a means of punishment but to 1) provide a time out, cool down, and reflection period for the student, teacher, and anyone impacted before returning to school; and 2) provide time to develop a plan for reintegrating the student back to school with a reintegration Circle or a teacher-student mediation. Restorative suspensions are done with a restorative mindset.

h. Expulsions with Restorative Supports - A process whereby a longer or perhaps permanent time out is given to a student. The main goals are to 1) ensure the safety of the community; 2) repair the harm; and 3) see if reintegration back into the community is possible. The criteria for this include: 1) seeing if the expelled student has made sufficient progress towards responsibility, repair, and reintegration; 2) if the harmed party is ready to re-engage with the expelled student; and 3) if the community is ready to re-engage with the expelled student.

Integrating Restorative Practices with the Discipline Matrix

In an effort to reduce the amount of time students are out of school while maintaining the importance of students and staff taking responsibility for their behavior and collaboratively working together for positive outcomes, our school will consider reducing the suspension requirement if the student successfully participates in a restorative process, either before or after the suspension.

We will consider the following matrix as a guideline when a restorative process or intervention is agreed to and has been completed:

- 3-day suspension reduced to 1 day (or thereabouts)
- 5-day suspension reduced to 3 days (or thereabouts)
- 10-day suspension reduced to 5 days (or thereabouts)
- Recommendations for long-term suspensions or expulsion require a discipline hearing
- Restorative process and restorative agreement upon the student's return in conjunction with Student Support Services

Recommended Discipline Levels for Incidents

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1. Restorative Conversation with the student, Restorative Agreement Meeting, and follow-up meeting as needed
2. Restorative Short-Term Suspension of up to 3 days, followed by Restorative Mediation or Conference
3. Restorative Short-Term Suspension of up to 10 days, followed by Restorative Mediation or Conference
4. Long-Term Suspension with restorative supports such as Circles of Support and Accountability
5. Expulsion with restorative supports such as Circles of Support and Accountability with collaboration with receiving school/educational opportunities

Restorative processes are not meant to be "double punishments" for students. Rather, they are meant to be a proportional, just, and mutually beneficial means for repairing harm that seeks to meet the needs of the student, staff members, and the community and reintegrate them in a way that builds wholeness and trust.

The specific Discipline Matrix follows.

Student, Staff, and Family Rights and Responsibilities

1. Information about the use of Restorative Practices at schools to address conflict and disciplinary infractions shall be provided to all students, staff, and parents or guardians. Students/teachers/staff/parents can request a facilitated restorative dialogue to resolve conflicts between themselves and peers or with teachers/staff.
2. Any student/teacher/staff/parent in our school community who has a conflict with another student/teacher/staff/parent or who has been impacted by an incident that has caused harm has the right and responsibility to request and participate in a restorative process instead of more traditional forms of discipline which are punitive in nature.
3. The student/teacher/staff/parent who has committed the behavior has the right to participate actively in identifying the solutions and responses to repair the harm done.
4. The student(s) who were impacted by the behavior shall have the option, but are not required, to participate in restorative practices and identify the solution to repair the harm done.
5. Families and friends of the student who committed the behavior and the students impacted by the behavior have the right to participate in the restorative process.

INCIDENT LEVELS

Classroom Teacher Managed Level 1

Examples of Teacher Managed Level 1 Behaviors (unless it is repeated/chronic behaviors; this list is not intended to be comprehensive.)

- Defiance/Disrespect (uncooperative behavior, talking back, refusal to work, non-compliance, etc.)
- Disruption (making noise, blurting out, talking to their friends, etc.)
- Attendance violation (never to move to suspension)
- Dress code
- Inappropriate language (dishonesty, swearing, verbal argument, talking back, etc.)
- Dishonesty
- Property misuse (ripping books, drawing on desk, breaking classroom tools)
- Minor physical aggression (bumping, pushing, wrestling, poking, etc.)
- Electronic device and technology use (on social media instead of working, texting during class, etc.)

Level 1: Teacher/Student

1. Restorative Quick Commits
2. Restorative Conversations:
3. The student tells his/her side of the story. Authentically [listen in a non-evaluative way](#). Ask clarifying questions.
Teacher or designated staff tells his/her side of the story and shares impact.
 - a. Engage students in a restorative agreement.
 - b. One or more interventions are initiated as appropriate. Have students offer suggestions for interventions and give choices.
 - c. Document all interactions and interventions in the admin conference.
4. Teacher/Student/Parent
5. All steps that level 1 included, along with parent involvement.

School Administrator and/or Restorative Practices Coordinator**Level 2: Administrator/Support Staff Level Referral**

These actions aim to correct the behavior while keeping the student in school. Recurring type 1 offense can only be referred after going through Level 1.

1. Teacher evidence of strategies used is provided through an admin conference.
2. Student tells his/her side of the story. Authentically listen in a non-evaluative way.
3. Administrators conference with parent/guardian and determine if further consultation with support staff is necessary (drug violations include Nurse as support staff).
 - a. For **drug violation**: Administrator conference, along with Nurse
 - b. For **drug violation**: Nurse initiates assessment with student
4. Engage students in a restorative approach (as appropriate).
5. One or more interventions are initiated as appropriate.
6. Consider a Behavior Plan (general education students) or Functional Behavior Assessment/Behavior Intervention Plan (students with a disability). For a drug violation, consider a support plan.
7. Alternatives to suspension are preferred. If necessary, ISS (in school suspension) or OSS (out of school suspension), of up to 3 days, may be utilized, as determined by the school.

8. Document in the "Behavior" tab in Synergy.

Level 3: Suspension with Restorative Support

Level 3 violations will result in administrative involvement. These actions aim to correct the behavior while stressing the seriousness of the behavior and may result in the removal (1/2 day to 10 days) from the school environment.

1. Complete Steps 1-5 of Level 2.
2. Alternatives to suspension are preferred. If necessary, the administrator may assign up to 10 days OSS (please see drug policy for specifics regarding each incident) but will also consider ISS. For K-3 (age 7 or older), up to 3 days may be considered.
3. Consider a Behavior Plan (general education students) or Functional Behavior Assessment/Behavior Intervention Plan (students with a disability). For a drug violation, consider a support plan.
4. Document in the "Behavior" tab in Synergy.
5. Contact special education case manager or program specialist.

Level 4: 5-day Suspension/Alternative to long-term Suspension with Restorative Supports

Level 4 discipline incidents will require building administration involvement and potentially District Student Support Services involvement. They may result in the removal (1/2 day or up to the remainder of the school year). Referral to a discipline hearing is required if recommending long-term suspension (over 10 days).

Steps 1-5 of Level 3 are repeated.

1. Construct and implement a Behavior Plan (general education students) or Functional Behavior Assessment/Behavior Intervention Plan (students with a disability).
2. Community repair circle
3. Timeline for this repair
4. Document in the "Behavior" tab (in Synergy)

Level 5: Mandatory Expulsion with Restorative supports

Level 5 discipline incidents require a mandatory referral for expulsion. The school will consult with Student Support Services to refer the student for expulsion. Referral to a discipline hearing is required if recommending expulsion..

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Level 1: Teaching Preventive Approaches (Teacher Led - Tier 1)	Level 1: Teacher Responsive/Accountability Approaches (Teacher Led - Tier 1)
<ul style="list-style-type: none"> • Restorative practices (proactive, connection circles) • Self survey to get to know students • Self Assessment or Emotional Regulation • Equity and Inclusion • PBIS and clarification of expectations • Reminders and redirection (Quick Commits) • Reflection Worksheet • Verbal Restorative Language • Role play a Restorative Conversation • Daily progress sheet on behavior • In class time out: peace corner, pressure pass, walks, buddy classes • Mentoring program participation • Calling home to start the year • Contract between teacher, student, and parents • Peer mentorship 	<ul style="list-style-type: none"> • Seat change • Teacher/Student conference • Problem Solving Circles or Restorative Conflict Resolution • Removal from class to another supervised classroom • Change in schedule • Loss of privileges • Parent/Guardian notification • Parent/Guardian conference • In-school community service • Classroom work detail • Confiscation of item • Alternative assignment • Shadowed by parent • Loss of preferred activity • Restitution
Level 2: Teaching Preventive Approaches (Admin Led - Tier 2)	Level 2: Responsive/Accountability Approaches (Admin Led - Tier 2)
<ul style="list-style-type: none"> • Restorative conference or circle • FBA (Functional Behavior Assessment) • Behavior plan or Success contract • Boy/girl group/peer group learning • Drug/Alcohol/Nicotine Related: Referral to School Nurse • MTSS/Support room referral • Referral to counselor/RP • School-level learning modules • Education with School Resource Officer 	<ul style="list-style-type: none"> • Referral to administration • Admin conference with student • Drug/Alcohol/Nicotine Related: Include Nurse in conference, ATS preferred • ISS or OSS up to 3 days • School-level Alternative to Suspension (ATS) • School-level community service • Daily check-in with administrator • Change in schedule • District/School level safety assessments
Level 3: Preventive (Admin Led - Tier 3)	Level 3: Accountability Approaches (Admin Led - Tier 3)

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<ul style="list-style-type: none"> • Remedial discipline plan implemented • Hope Receiving Center • Restorative response, with district support available upon request • Restorative reintegration practices, including possible sources of Support Circle (mediation, conferencing) 	<ul style="list-style-type: none"> • OSS up to 10 days • School-level Alternative to Suspension (ATS) • Potential referral to law enforcement • Outside community service
Level 4: Preventive (Admin Led - Tier 3)	Level 4: Accountability Approaches (Admin Led - Tier 3)
<ul style="list-style-type: none"> • Referral to outside agencies • Alternative to Expulsion plan • Hope Deflection Program • Referral for mental health supports • Restorative response, with district support available upon request • Restorative reintegration practices, including possible Sources of Support Circle (mediation, conferencing) 	<ul style="list-style-type: none"> • OSS 10 days • Potential referral for expulsion • Potential administrative transfer to another school
Level 5: Preventive (Admin Led - Tier 3)	Level 5: Accountability Approaches (Admin Led - Tier 3)
<ul style="list-style-type: none"> • Alternative educational options • Placement in a facility • Office of Student Engagement outreach through juvenile Justice Committee • Restorative response, with district support • Restorative reintegration practices, including possible Sources of Support Circle (mediation, conferencing) 	<ul style="list-style-type: none"> • Mandatory referral to expulsion Law Enforcement Referral

The boxes indicate the RANGE of disciplinary consequences that may be applied. The administration will make a determination of the step (within the range) based on the age of the student, whether the student has a disability, the seriousness of the violation, the discipline history of the student, and whether the violation threatened the safety of anyone, and whether lesser interventions would properly address the violation. In many situations,

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parental involvement and a discussion of future consequences may be the initial step. **Discipline may also coincide with threat assessment and safety plans.**

School Discipline for Kindergarten Through Third Grade (HB 19-1194) Policy [5-306.A](#)

OSS for these students is highly scrutinized and should be done as the last intervention. This does not apply to students under the age of seven. OSS should be reserved for instances where the student does any of the following on school campus:

- Possesses a deadly weapon; uses, possesses, or sells drugs; endangers the health or safety of others; or poses a safety threat that cannot otherwise be addressed
- If OSS is necessary, you must have documented all behavioral and/or disciplinary interventions you've utilized before suspending.
- OSS cannot exceed three days, unless approved by Student Support Services.

Guidelines for Documenting Discipline

Remember, if you request a parent/guardian remove their student from school for any length of time due to their misconduct, the requests constitute a suspension. Do not record the absence as "excused."

Recurring Level 1 offenses can eventually proceed to Levels 2 and 3. First offense is taken care of at the classroom level.

LE (Law Enforcement): Codes with an asterisk next to them require a police contact or police referral. The rest are optional, and other school alternatives should be strongly considered.

<i>Maintaining an Affective Learning Environment</i>	Policy	1	2	3	4	5	LE
Academic dishonesty	5-305	*	*				

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Attendance/tardiness/ditching (Deliberate failure to attend classes)	5-103 5-305	*	*	*			
Disobedience/defiance	5-305	*	*				
Disobedience/defiance (Severe)	5-305			*	*		
Dress code	5-302 5-302.A 5-305	*	*				
Laser pointer	5-305	*					
Lying/giving false information to district employee	5-305	*	*				
Misuse of district technology, etc.	5-305	*	*	*	*		
Threat to disrupt school or district operations (School-based misconduct)	5-305		*	*	*		
Repeated interference to provide educational opportunities to other students.	5-305		*	*			
<i>Weapons (What kind of weapon and what intent)</i>	Policy	1	2	3	4	5	LE
Dangerous weapon with intent to threaten or cause harm	5-305					*	*
Firearm possession (Loaded or unloaded)	5-305					*	*
Dangerous weapon Firearm/pellet gun/BB gun, fixed blade knife 3+ inches, spring-loaded knife 3.5+ inches, object used/intended to be used to inflict death/serious bodily injury	5-305				*	*	*
Firearm facsimile Carrying, using, displaying, threatening with the use	5-305			*	*	*	*
Possessing any weapon Including any knife (regardless of length) without permission (No intent to harm)	5-305			*			

<i>Protection of Property</i>	Policy	1	2	3	4	5	LE
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Arson/possessing any explosive device (Attempt or setting fire to)	5-305			*	*		
Damage to student's property	5-305	*	*				
Destruction/defacement of school property, including graffiti (Under \$2000)	5-305	*	*				
Destruction/defacement of school property Including graffiti (\$2000 and over)	5-305			*	*		
False activation of a fire alarm (Contact Fire Department)	5-305		*				*
Stealing/theft or attempt	5-305		*	*			
Threat to damage or destroy district property or property of students/employees	5-305		*	*			
<i>Maintaining a Drug Free Environment</i>							
<i>Alcohol Violation</i>	Policy	1	2	3	4	5	LE
Alcohol Possession, gift, purchase, exchange, distribution, use or intoxication **Incidents resulting in felony charges or otherwise endangering the immediate safety of others, including driving other students while under the influence - mandatory 10 days**	5-305		*	*	*		*
Sale of alcohol (2nd offense) The second offense and all subsequent offenses within a three year period	5-305			*	*		*
<i>Drug Violation</i>	Policy	1	2	3	4	5	LE
Drugs Possession, gift, purchase, exchange, distribution, use or intoxication **Incidents resulting in felony charges or otherwise endangering the immediate safety of others, including driving other students while under the influence - mandatory 10 days**	5-305		*	*	*		*
Drug paraphernalia	5-305		*	*	*		*
DrugsSale	5-305		*	*	*	*	*

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Over the Counter Possession, Gift, Purchase, Exchange, Distribution, or Intoxication	5-305	*	*	*	*	*	*
Sale of Over the Counter Drugs (2nd Offense) The Second Offense and all Subsequent Offenses Within a Three Year Period	5-305				*		*
Marijuana Violation	Policy	1	2	3	4	5	LE
Marijuana possession Possession, gift, purchase, exchange, distribution, use or intoxication **Incidents resulting in felony charges or otherwise endangering the immediate safety of others, including driving other students while under the influence - mandatory 10 days**	5-305		*	*	*		*
Marijuana paraphernalia	5-305		*	*	*		*
Marijuana sale	5-305				*		*
Tobacco violation Including vape pen with no marijuana: possession or use	5-305	*	*	*			
<i>Mental Well-Being and Safety</i>							
Mental Well-Being	Policy	1	2	3	4	5	LE
Discrimination against other student	5-305		*	*			
Extortion/coercion/blackmail	5-305		*	*	*		*
Physical Safety	Policy	1	2	3	4	5	LE
Assault 1st degree, 2nd degree, vehicular assault	5-305				*		*
Assault 3rd degree/disorderly conduct/fighting Minor: Encouraging fighting, videotaping a fight, pushing, shoving Major: Fighting, fistfight, knowing and recklessly causing bodily injury	5-305	*	*	*			*

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Behavior on school property detrimental to the safety of others (ex: smoke bombs, changing labels on chemistry equipment, reckless unsafe behavior)	5-305	*	*	*	*		*
Behavior off school property	5-305		*	*	*		
Gang related activity	5-305		*	*			*
Hazing, harassment of another student	5-508 5-409		*	*	*	*	
Intimidation/bullying of another student	5-409	*	*	*			
Robbery on school property	5-305				*		*
Threats of serious bodily injury or death to employees or students	5-305			*	*		*
Violation of district policy, regulation, student's safety plan, or violation of criminal law which has an effect on the safety or welfare of students/staff	5-305		*	*	*	*	*
Other serious violations as determined by the principal	5-305		*	*	*	*	*
Sexual Violation: Report to SSS Director/Title IX officer	Policy	1	2	3	4	5	LE
Sexual misconduct/sexting	1-203 1-203.A		*	*	*	*	*
Sexual violence	1-203 1-203.A				*	*	*
Rape or attempted rape	1-203 1-203.A				*	*	*

Technology Use Agreement/iPad Loan Agreement:

English:

Spanish:



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LOW-LEVEL STUDENT REMAINS IN CLASS	LEVEL 1 STUDENT REMAINS IN CLASS	LEVEL 2 STUDENT MAY REMAIN IN CLASS BUT MAY NEED REMOVAL	LEVEL 3, 4, 5 STUDENT TO BE REMOVE FROM CLASS
RESPONSIBILITIES Teacher must respond Tier One <ul style="list-style-type: none"> • Non-verbal • Proximity • Positive Group Correction (narration) Problem Solving • Anonymous Correction • Private Individual Correction • Quick Commit • Strength-based relationships • Peace Corner • Possible Restorative Conversation 	RESPONSIBILITIES Teacher must respond Tier One <ul style="list-style-type: none"> • Non-verbal • Proximity • Positive Group Correction (narration) • Anonymous Correction • Private Individual Correction • Quick Commit • Strength-based Relationships • Peace Corner • Restorative Conversation 	RESPONSIBILITIES Teacher must respond and notify Admin Tier One <ul style="list-style-type: none"> • Non-verbal • Proximity • Positive Group Correction (narration) • Private Individual Correction • Quick Commit/ RP Conversation • Strength-Based Relationships • Peace Corner Tier Two <ul style="list-style-type: none"> • Admin Call • Amends • Family Conference 	RESPONSIBILITIES Immediate Admin Call Tiers Two and Three <ul style="list-style-type: none"> • Admin Call • Calming Room • Amends • Family Conference • Removal/Suspension • MTSS • Safety Plan • Restorative Conference • Law Enforcement
LANGUAGE	SWEARING (WRITTEN/SPOKEN/ACTIONS)	SWEARING/VULGARITY (WRITTEN/SPOKEN/ACTIONS)	SWEARING/VULGARITY (WRITTEN/SPOKEN/ACTIONS)
<ul style="list-style-type: none"> • Language "slips" • Inappropriate non-swearing language • Student repeats language but doesn't understand its meaning 	<ul style="list-style-type: none"> • Mild cursing • Use of "lesser" swear words directed at others • Use of "greater" swear words, not directed at others • Use of obscene/offensive gesture 	<ul style="list-style-type: none"> • Indecent gesture/exposure • Abusive/Profane language • Display of patently offensive material • Use of "greater" swear words directed at others • Repeated obscene/offensive language or sexual talk 	<ul style="list-style-type: none"> • Indecent gesture • Exposure - exposing oneself • Explicit sexual talk

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VANDALISM/THEFT MISUSE OF PROPERTY	VANDALISM/THEFT MISUSE OF PROPERTY	MISUSE OF PROPERTY	VANDALISM/THEFT
<ul style="list-style-type: none"> Careless accident Climbing on bathroom stalls, throwing paper towels Teasingly taking others' possessions Off-task computer use 	<ul style="list-style-type: none"> Damaging property/taking property Thoughtlessly damaging property - easily fixed w/little time/no cost Taking others' possessions without intent to be hurtful to anyone else Repeated off-task computer use 	<ul style="list-style-type: none"> Technology, use violation Inappropriate internet searches Technology policy violations 	<ul style="list-style-type: none"> Theft - major or minor property damage Taking others' possessions to keep Purposefully damaging property may be timely or costly to fix
ANNOYANCES	CLASSROOM DISRUPTION	CLASSROOM DISRUPTION	SERIOUS CLASSROOM DISRUPTION
<ul style="list-style-type: none"> Lack of focus Noise-making and/or distracting talking Out of seat Cutting in line Running in the classroom 	<ul style="list-style-type: none"> Talking too loudly/postering Excessive talking, bothering Mild defiance Not following directions Repeatedly off task Calling out that interrupts learning Interrupting others while working Argumentative to peers and adults 	<ul style="list-style-type: none"> Repeatedly talking too loudly Excessive talking Not following any directions Repeatedly calling out, interrupting learning Frequently moving about the room, initiating interactions with others during class time 	<ul style="list-style-type: none"> Disruptive conduct beyond safe limits Disruptions such that area or room needs to be cleared Unsafe behaviors (climbing on furniture, throwing chairs, etc.)
RELUCTANT COMPLIANCE	IGNORING INSTRUCTIONS	DEFIANCE	DEFIANCE
<ul style="list-style-type: none"> Initially resisting or ignoring directions 	<ul style="list-style-type: none"> Mild defiance Not following Directions Repeatedly and intentionally ignoring reasonable requests Responds with "no" or "never" Refusal to participate 	<ul style="list-style-type: none"> Refusal Significant back talk Disrespectful, aggressive body and/or verbal language 	<ul style="list-style-type: none"> Spiteful disobedience Posturing/Aggressive body language towards teacher without standing down

BEHAVIOR & DISCIPLINE MATRIX
Prepared by Restorative Solutions - Modified by FUSD Task Force

TEASING	PRE-HARASSMENT	HARASSMENT	HARASSMENT
<ul style="list-style-type: none"> Altering names Annoying on purpose: bugging Doesn't care if it hurts others' feelings 	<ul style="list-style-type: none"> Teasing Put-downs, bothering Pestering "Put downs" or "roasts" Threatening stares Mean-spirited teasing Personal verbal attacks 	<ul style="list-style-type: none"> Harassment Bullying, extortion, abusive Profane language Repeated use of "put-downs," "roasts," or personal attacks Threats Extortions Ethnic/Racist, sexist, disability-related, sexual orientation, or religious-based remarks 	<ul style="list-style-type: none"> Abusive/Profane language Continual verbal abuse in action, wrongdoer ignoring Any type of weapon, incl. simulated Ethnic/Racist, sexist, disability-related, sexual orientation, or religious-based remarks at others
HANDS/FEET/OBJECTS TO SELF	ROUGHNESS	PHYSICAL CONTACT/INAPPROPRIATE	FIGHTING/AGGRESSION/WEAPONS
<ul style="list-style-type: none"> Poking or pushing Pinching, jostling Throwing class materials Retaliating as above 	<ul style="list-style-type: none"> Play fighting Pushing/Shoving Play wrestling, body holds, light kicking, light hitting, shoving Throwing class materials with the intent to hit others Encouraging another to fight/instigation 	<ul style="list-style-type: none"> Pre-fighting, aggressive posturing Hard and/or repeated pushing Physical contact with the intent to alleviate a situation rather than harm Spitting on someone 	<ul style="list-style-type: none"> Threat causing fear of harm, intimidation, physical attack/harm Possession of prohibited item/weapon Hitting/Kicking/Punching/ Pushing with the intent to harm Throwing things with intent to harm Arson/Possessing any explosives
PUNCTUALITY	PUNCTUALITY	CLASS CUTTING	ELOPEMENT
<ul style="list-style-type: none"> Requests for support (nurse, counselor) when likely not needed 	<ul style="list-style-type: none"> Leaving class with permission but taking much longer than needed 	<ul style="list-style-type: none"> Repeatedly leaving class with permission, taking much longer than needed Skipping class 	<ul style="list-style-type: none"> Leaving class without permission Skipping class repeatedly



BEHAVIOR & DISCIPLINE MATRIX

Prepared by Restorative Solutions - Modified by FUSD Task Force

STUDENT RECEIPT FOR RECEIVING HANDBOOK INFORMATION, TO BE SIGNED BY STUDENT AND RETURNED 2022-2023 SCHOOL YEAR

STUDENT NAME: _____ ID NUMBER: _____
(PLEASE PRINT)

SCHOOL ATTENDING: _____ DATE: _____

I. ACKNOWLEDGEMENT OF RECEIPT:

Check to acknowledge:

☐

I acknowledge that I have been informed that the **Flagstaff Unified School District 2021-2022 Selected Student Policies and Regulations Handbook** is available on the District's website and that I may request a hard copy from the school. I have been given the opportunity to read/view the handbook and review it with my parent/guardian. I understand that I may contact the principal if I have any questions about the information contained in these policies and regulations.

☐

I acknowledge that I have received the **2021-2022 Sinagua Middle School Student Handbook**, and I understand that I may contact the principal if I have any questions about the information contained in this Handbook.

II. TECHNOLOGY USE AGREEMENT:

☐

I agree to the Student Technology Responsible Use Agreement and the Flagstaff Unified School District policy and regulations on appropriate use of Electronic Information Services. I understand that if I break any of the terms and conditions it may result in disciplinary action, up to and including suspension, and that I may not be allowed to use the Electronic Information Services.

STUDENT NAME: _____

SIGNATURE: _____ DATE: _____



BEHAVIOR & DISCIPLINE MATRIX

Prepared by Restorative Solutions - Modified by FUSD Task Force

**PARENT RECEIPT FOR RECEIVING HANDBOOK
INFORMATION, STUDENT DIRECTORY RELEASE INFORMATION
TO BE SIGNED BY PARENT AND
RETURNED 2022-2023 SCHOOL YEAR**

STUDENT NAME: _____ **ID NUMBER:** _____
(PLEASE PRINT)

SCHOOL ATTENDING: _____ **DATE:** _____

I. ACKNOWLEDGEMENT OF RECEIPT:

Check to acknowledge:

☐ I acknowledge that I have been informed that the **Flagstaff Unified School District 2021-2022 Selected Student Policies and Regulations Handbook** is available on the District's website and that I may request a hard copy from my child's school. I have been given the opportunity to read the handbook and review it with my child. I understand that I may contact the principal if I have any questions about the information contained in these policies and regulations.

☐ I acknowledge that I have received the **2021-2022 Sinagua Middle School Student Handbook** and that I will read/review the handbook with my parent/guardian. I understand that I may contact the principal if I have any questions about the information contained in this handbook.

II. STUDENT TECHNOLOGY RESPONSIBILITY USE AGREEMENT:

☐ I agree to the Student Technology Responsible Use Agreement and Flagstaff Unified School District policy and regulations on appropriate use of Electronic Information Services. I understand that if my child breaks any of the terms and conditions it may result in disciplinary action, up to and including suspension and that they may not be allowed to use the Electronic Information Services.

Parent/Guardian Agreement (required if the user is a student)

As the parent or guardian of the above named student, I have read this agreement and understand it. I understand that it is impossible for the Flagstaff Unified School District to restrict access to all controversial materials, and I will not hold the District responsible for materials acquired by use of the electronic information services (EIS). I also agree to report any misuse of the EIS to a 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.)

I accept full responsibility for supervision if, and when, my child's use of the EIS is not in a school setting. I hereby give my permission to have my child use the electronic information services.

PARENT/GUARDIAN NAME: _____

SIGNATURE: _____ **DATE:** _____