

Santa Fe
South



District
Handbook

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Welcome

Welcome Letter from Mr. Chris Brewster Superintendent of Schools

Santa Fe South Students,

Welcome to Santa Fe South Schools, Inc. (SFS). When we founded Santa Fe South in 2001, we met with a group of students, parents and teachers to determine what was most important to them as we began our school. It was an exciting time of choosing our colors and mascot, as well as talking about classes and sports.

During this meeting, it was clear that all members of this group wanted a school that was strong academically, competitive athletically, but above all, a safe environment for our students and teachers to work. We spoke about past experiences in school and about what their fears were as they entered high school. From that day forward, we have placed the academics, safety, and stability of our school as our top priorities.

Every single year since 2001, SFS has built on a strong academic program increasing test scores, graduation rates, and students attending a variety of state and national institutions of higher education. Keeping students and staff safe drives our conversations every day. Due to the success we have experienced, student waiting lists continue to soar. SFS does not sit on its laurels. Consistent improvement drives our work.

Please take time to be familiar with this book. It will keep us strong as we “equip students to reach their individual potential in order to be academically and socially prepared to thrive in a global society.” Thank you for partnering with us for the sake of your family’s future.

Sincerely,

Chris Brewster
Superintendent, Santa Fe South Schools

Introduction

Introduction Statement

Santa Fe South Schools provides an education, free from tuition or fees, for all students regardless of race, national origin, religion, sexual orientation or pregnancy. All students with disabilities are provided an education in compliance with all federal and state laws.

Vision Statement

Santa Fe South Schools will equip students to reach their individual potential in order to be academically and socially prepared to thrive in a global society.

Mission Statement

Santa Fe South strives to establish a strong foundation for lifelong learning and provides opportunities to prepare students to thrive in a complex and competitive culturally pluralistic society. Our mission is to provide a challenging program of education through an expanded curriculum that emphasizes life skills, the development of social responsibility, and self-confidence.

Personnel

Board of Education

Jace Kirk	• Chairman
Michael Brooks-Jimenez	• Vice Chairman
Vickie Primeaux	• Secretary
Dr. Stephanie Hayes	• Member
Lindsey McElvaney	• Member
Dr. William C. Frick	• Member

District Administration

Chris Brewster	• Superintendent
Alex Souza	• Assistant Superintendent
Brian Crittenden	• Director of Technology
Brooks Levonitis	• Chief Financial Officer
Monica McFarlin	• Director of Special Education
Lisa Souza	• Director of School Counseling/Testing
Terry Payne	• Director of Limited English Proficient
Maritza Santiago	• Director of Finance
Jerry Ramirez	• Assistant Director of Finance
Frank Evanchyk	• Facilities Manager
Angela Serna	• Administrator Assistant
Angie Avella	• Community Liaison
Reyna Font	• Community Outreach
Jeff Eskew	• Athletic Director

School Administration

Sue Schlosser	•Principal	•SFS Childhood Center
Kim Figueroa	•Principal	•SFS Elementary School
Carma Barlow	•Principal	•SFS Hills Elementary School
Heidi Avery	•Assistant Principal	•SFS Hills Elementary School
Amanda Kissling	•Principal	•SFS Spero Elementary School
Daniel Buckmaster	•Principal	•SFS Middle School
Jennifer Lamb	•Assistant Principal	•SFS Middle School
Lance Seeright	•Principal	•SFS High School
Mary Mazariegos	•Assistant Principal	•SFS High School
Hartley Harper	•Assistant Principal	•SFS High School
Mike Graham	•Director	•SFS Alpha Credit Recovery
Chris McAdoo	•Principal	•SFS Pathways Middle College High School

High School Graduation Requirements

The mission of Santa Fe South Schools is that upon graduation all students will have taken the courses necessary for college acceptance. In order to graduate from SFS and be prepared for college acceptance, students must meet certain credit and course requirements. SFS reserves the right to modify requirements when special circumstances warrant doing so. Every Student Succeeds Act (ESSA) and Title 1 of Federal Statutes require each school district to make available to the public, upon request, the school's adequate yearly progress (AYP) and each teacher's highly qualified credentials. If the school is identified as a school in need of improvement, students may have a right to supplemental educational services, transportation to the services, and the option to seek transfer to a different school.

Course Requirements	
Course	Total Years
Social Studies	4 years
Mathematics	4 years
Science	4 years
English	4 years
Foreign Language and Computer	2 years and 1 year
OR	
Computer and Foreign Language	2 years and 1 year
Fine Arts	1 year
Electives	4 years (including (Senior Seminar))
Students will complete a Capstone Project with presentation prior to graduation	
Students will have either 25 hours (High School) or 36 hours (Pathways) of a service learning component each year enrolled at SFS required for graduation	
Students will have a CPR Certification	
*Pathways has additional graduation requirements.	

Grading System

Achieving excellence means having the structures and strategies in place for all students to flourish. It demands students and teachers work together to meet identified goals. Excellence involves character and social development so students will become confident, engaged, and compassionate members of a community. Furthermore, Santa Fe South Schools adheres to the [Reading Sufficiency Act](#) as a means of achieving excellence as a community.

At Santa Fe South Schools, academic excellence focuses on Understanding by Design Units of Study and Oklahoma Academic Standards to guide instruction, proficiency, and growth. Literacy is embedded into all areas of learning.

Santa Fe South uses [Standards-Based Grading](#) (SBG) to provide an accurate picture of what a student has learned and still needs to learn. Grading and reporting around specific standards, while using the accompanying strategy of formative assessment with feedback related to progress toward standards, has been shown to significantly boost achievement and motivation for students. The academic piece that is most meaningful for students in this policy is receiving grades that are both accurate and meaningful.

Santa Fe South “I Can’ Statements” and the Oklahoma Academic Standards

The Oklahoma Academic Standards are statements of minimum expectations for students at each grade level. The Oklahoma State Department is required to develop content area standards that are nationally and internationally benchmarked to ensure that Oklahoma students are prepared to participate in a global society.

While state law requires all Oklahoma districts to adopt the Oklahoma Academic Standards, the decisions about how we implement and the curriculum we use remains at our discretion locally. Further, the state is implicit in that state standards “do not prescribe all that can or should be taught”. Santa Fe South teachers and administrators have worked together to make sure our students reach the minimum criteria issued by the state but also extend the standards to be more rigorous and meaningful for our community. Santa Fe South ‘I Can’ Statements are parent and student friendly and developed by the individuals that know our students and the subject best. These statements were developed to be clear about the high expectations for each student, while extending the breadth and scope of their learning opportunities. “I Can” Statements are developed by the teacher and are available upon request at each site.

Aligned Assessments

Good instruction and assessment cannot occur in isolation from one another. Each informs the other, and they become the checks and balances that drive measurable student growth and achievement. Santa Fe South complies with all mandated state testing. Santa Fe South is committed to aligning our assessments to clearly identify how each student measures up against each standard to ensure that every Santa Fe South student is prepared for work beyond high school.

Standards-Based Grading (SBG)

Standards-Based Grading (SBG) provides a more accurate understanding of student academic achievement by measuring what a student knows and is able to do based on the ‘I Can’ statements carefully developed by SFS staff. Standards-based grading differs from traditional grading methods because it does not include feedback on a student’s work habits, completion of homework, or classroom participation. Although these behaviors are not graded, they are part of the student’s growth and development as a learner. In providing more specific and targeted feedback to teachers, students, and parents, the standards based grading approach promotes improved student learning, character development, and academic success. Standards-Based Grading is using evidence to determine each student’s mastery of content standards, and as such a typical letter grade, such as an “A” or a “B,” is unnecessary; however, due to state reporting needs and transcript formats for college, we provide a correlation between standard mastery and letter grade at the secondary level. This correlation is explained below, on pages 10-11.

Exceptional Learners/Specific Student Populations

Santa Fe South School District uses the Oklahoma Academic Standards to guide instruction at each grade level and content area. There may be times when a student may need a specific accommodation to reach a standard (standard accommodation), or have a special need that prevents the student from mastering the standard (a standard modification).

All standards will be assigned a score that is the teacher’s determination of the level of proficiency based on evidence from summative activities. In Student Information System (SIS), this will be automatically calculated by the mode of all scores attributed to this standard. There will also be a teacher override option if it is determined by the teacher that another score is appropriate.

The meaning of each score is explicit and is defined in the following chart.

What Scores Mean on the Santa Fe South Schools SBG Scale

	Phrase and I Can Statement	Levels of Understanding	Teachers Should Look for Students Who...
4	Exceeding- I can go above and beyond what is asked of me.	I understand this completely and I could teach another student the who, what, where, when, why, and how of what we are being taught. My understanding goes beyond the grade level standard.	<ul style="list-style-type: none"> ● Consistently use a variety of strategies, draw connections from previous learning, explain reasoning ● Synthesize ideas and create new meaning by combining learning from multiple standards ● Apply understanding of standards in a variety of settings ● Show a deeper understanding by making connections and communicating those connections to you
3	Meeting- I can do what is asked of me.	I understand what was taught and, with no help, I could do the task I am being asked to do.	<ul style="list-style-type: none"> ● Meet the standard ● Consistently demonstrate mastery/proficiency in multiple ways ● Independently and accurately apply grade level standards as demonstrated by a variety of work
2	Approaching- I can do what is asked of me, but only with help.	With help, I understand what was taught and will be able to do what the teacher is asking me to do.	<ul style="list-style-type: none"> ● Show inconsistent understanding ● Are beginning to progress toward a standard; may require regular support, monitoring, and/or assistance for clarification in order to progress ● Understand the basic concept or skill but have not yet reached the proficient level
1	Beginning- I cannot do what is asked of me.	Even with help, I do not understand how to do the task.	<ul style="list-style-type: none"> ● Rarely meet standards as demonstrated by a variety of work that shows minimal understanding ● Need continued support and/or time ● Often struggle even with assistance ● Have a limited understanding of concepts and skills
0	No Evidence- I did not do what was asked.	My understanding cannot be assessed because the teacher has no evidence	<ul style="list-style-type: none"> ● No evidence

Course Grades: “A”

- A course grade of A means that the student has met all standards while consistently achieving advanced level work.
- Standard Average: 3.25 or above
- What this means: A student will receive an “A” if they exceed (Level 4) one out of every four standards and meet all other standards (Level 3).

Course Grades: “B”

- A course grade of B means that the student has met most of the standards at grade level.
- Standard Average: 2.75 to 3.24
- What this means: A student will receive a “B” by meeting most standards. For every approaching (Level 2) the student will need to have three standards met (Level 3) to receive a “B”.

Note: A beginning (1) or no evidence (0) score will have a correlating negative effect on the average.

Course Grades: “C”

- A course grade of C means that the student has met some standards while still approaching others.
- Standard Average: 2.25 - 2.74
- What this means: A student will receive a “C” by meeting some standards, but not enough to receive a “B”. The minimum requirement for a “C” is equivalent to meeting (Level 3) one standard for every four that is approaching (Level 2).

Note: A beginning (1) or no evidence (0) score will have a correlating negative effect on the average.

Course Grades: “F”

- A course grade of F means that the student did not meet most standards.
- Standard Average: 2.24 or below
- What this means: This student will not receive credit for the class because they have not met enough standards to be successful moving forward. A student that has scored below the equivalent of meeting (Level 3) one standard for every three that is approaching (Level 2).

Note: A beginning (1) or no evidence (0) score will have a correlating negative effect on the average.

Please follow the embedded link for additional information on [Standards-Based Grading](#).

General Regulations

This section covers a broad range of issues for which administrators are responsible.

Absence and Tardy Guidelines

Truancy- Oklahoma school law holds the parent responsible for a child's attendance at school. Parents can be fined if they allow their children to remain absent from school without a legal excuse. Children out of school can be detained by police officers. School officials must report truancy to the office of the District Attorney of Oklahoma County. PARENTS CAN BE FINED UP TO \$100 FOR EACH DAY THEIR CHILD IS TRUANT FROM SCHOOL.

If a student misses more than 15 minutes of a class period, the student will be counted absent. This includes tardies and leaving early from class. Excessive tardies will result in an intervention by teachers and/or administrators.

Three tardies in a class will equal one absence in that class for determining compliance with the ten absence rule. This rule states that if a student misses more than ten days in a class the student may be given No Credit (NC) in that class.

Attendance

A good education requires regular continuity of instruction, classroom participation, learning experiences, and study. Regular attendance in well-planned, appropriate instructional activities under the guidance of a competent teacher is vital to this process. This educational principle is the foundation of compulsory school attendance law in this area. If a student is absent from a class more than 10 times in a semester (including medical, legal, and bereavement related absences), the student will not earn credit for that class. In order to earn credit, a student would have to supply documentation to an Attendance Review Committee concerning extenuating circumstances that warranted the absences.

Under compulsory education law, it is the duty of the parent or guardian to notify the school regarding the reason for absence of a school-age child. The law also states that it is the duty of the school to notify the parent or guardian of a child's absence (HB 1539, Section 4, Amendatory 70 O.S. 1981, Section 10-106).

Non-Attendance

The following attendance problems require administrative action:

- The student is officially enrolled but fails to report to school, to attend every class (cuts class), or to remain on campus until dismissed.
- A student is habitually tardy without a valid excuse.
- A student has been absent without a valid excuse for four (4) or more days or parts of days within a four (4) week period, and the school has not been notified by the parent/guardian.

Procedures are as follows:

- Administrators will attempt to support families and resolve any non-attendance issues.
- The school will attempt to notify the parent/guardian that they are in violation of state law.
- The case will be turned over to an attendance officer if necessary.
- The case will be filed with the District Attorney for prosecution. If found guilty, the parent/guardian will be responsible for fines and court costs.

Attendance Appeal Procedures

To avoid losing credit for coursework, students exceeding the 10 day limit may appeal for an exception to the policy according to the following guidelines:

- The student and/or their parent or guardian must apply for an appeal hearing prior to the last week of the semester.
- Students should bring documentation or evidence to the hearing in an attempt to justify the excessive absences.
- Students may not appeal two consecutive semesters except for extenuating circumstances approved by the Attendance Review Committee.

Attendance for Student Activities (10 Day Rule)

All students who are members of school activity groups are limited to ten (10) absences per school year per class period. Absences for the following reasons will not be charged against the ten-absence limit:

- Participation in school-sponsored state/national level contests in which the student has earned the right to compete.
- Activities held on campus and sanctioned by the principal.
- On-campus visits by college or vocational representatives.
- College entrance examinations.
- Field trips in conjunction with an academic class.
- Appearance before local civic groups.
- Field trips in area vocational-technical schools.
- Service as a page in the legislature (service learning opportunities).
- Events the principal deems to be of an academic nature.

Bullying Policy

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Harassment, intimidation, and bullying have a negative effect on the social environment of schools creating a climate of fear among students, inhibiting the ability to learn, and, potentially, leading to other antisocial behavior. The purpose of this policy is to create an environment free of unnecessary disruption and create a climate conducive to the learning process.

Threatening behavior, harassment, intimidation, and bullying are prohibited on school grounds, in school vehicles, at school-sponsored activities, or at school-sanctioned events. Threatening behavior, harassment, intimidation, and bullying by electronic communication is prohibited whether or not such communication originated at school or with school equipment, when the communication is specifically directed at students or school personnel and concern harassment, intimidation, or bullying at school.

Harassment, intimidation, and bullying means any gesture, written or verbal expression, electronic communication, or physical act that a reasonable person should know will:

- A. Harm another student
- B. Damage another student's property
- C. Place another student in reasonable fear of harm to the student's person or damage to the student's property
- D. Insult or demean any student or group of students

Definitions:

- A. Electronic Communication-
the communication of any written, verbal, or pictorial information by means of an electronic device, including, but not limited to, a telephone, a cellular telephone or other wireless telecommunication device, or computer.
- B. Threatening Behavior-
any pattern of behavior or isolated action, whether or not it is directed at another person, that a reasonable person would believe indicates potential for future harm to students, school personnel or school property.

Bus Behavior

All students are under the supervision of the bus driver/adult sponsor while on the bus. A student may be removed from riding the bus by the principal for the following behaviors:

- Talking to bus driver while bus is in motion
- Leaving his/her seat while bus is in motion
- Reserving seats for other students
- Drinking, eating, or using tobacco
- Excessive littering
- Offensive/vulgar language
- Disrespect to bus driver
- Throwing objects in or off the bus
- Fighting
- Spitting in the bus
- Loud talking or unnecessary confusion
- Destruction of school property. NOTE: Damage to the bus must be paid by the offender.
- Putting any part of the body out of the bus windows
- Unlocking emergency door except at the direction of bus driver
- Indecent behavior

Care of School Property

Students are responsible for the proper use and care of school property such as textbooks, library books, electronic devices, desks, etc. The parent or legal guardian of a student is responsible for the replacement or repair of damaged school property when it is determined that the damage was committed by the student as a result of the student's negligence.

Closed Campus

School Board Policy covers the closed campus at all Santa Fe South Schools.

The policy is as follows:

The campus will be closed to students leaving during the regularly scheduled school day.

Students may leave only with permission from their respective school principals.

The only exceptions shall be:

- Students who must leave to attend Vocational - Technical Schools or concurrent enrollment.
- Students leaving to participate in school sponsored activities.

College Visits

Students will be allowed one college visit per semester in their senior year. Additional visits may be approved by school principal. Students have to be in good standing with the school and fill out the proper paperwork to attend visit.

- Must establish parental consent for the visit prior to the visit.
- Must have made arrangements with counselor for the visit.
- Must return with proper documentation from the university or college attended.
- Student may only visit each university one time for application of this attendance exception.
- All college visits are documented as an —Unexcused Absence until all the above mentioned criteria have been met.

Demonstrations or Meetings on School Campus (Non-School Sponsored)

Any student who wishes to promote, organize or participate in a demonstration or meeting on school premises other than those sponsored by the school must obtain prior approval from the principal at least three (3) school days prior to the requested activity. The three-(3) day period does not include the day of the request or the day of the activity.

Dress Code

Santa Fe South presently has reason for great pride in the appearance of its student body. It is in the best interest of all concerned that such pride should be maintained. It is hoped that parents and students will use mature judgment and good taste in complying with these minimal restrictions.

Grooming and dress at Santa Fe South Schools must not constitute a distraction or interfere with the educational opportunities of students. The dress code is simple:

1. School shirt.
2. Blue or black denim jeans (NOT Ben Davies, Solos, Dickies, South Pole, or any other brand identifying gang membership).
3. No pants which are torn or with holes may be worn.
4. Only plain belt buckles (NO inscription of any kind) the belt must be either black or brown and cannot hang below the shirt.
5. Shoes must have enclosed toes and heels (NO house shoes, flip flops, sandals, or other questionable shoes) and socks are preferable.
6. Body piercing in ears ONLY.

*The dress code is slightly altered for Pathways.

Additionally:

- All students will be fully clothed, clean and well groomed.
- All students shall wear footwear at all times.
- Headgear, such as hats, caps, bandanas, sunglasses and stocking caps are not to be worn at school.
- Apparel or accessories with offensive or suggestive slogans or logos that pertain to alcohol, drugs, or tobacco are prohibited. Items that carry connotations of immorality, vulgarity, obscenity, nudity, or promotions of violence and/or gang activity are prohibited.
- Bike or animal chains, collars, or spikes are prohibited.
- During "free dress days," student clothing will be in compliance with standard expectations of modest dress, as found under the section "Free Dress Days."

Any variation to the above dress code will be subject to the approval of the principal. Principals have the final say on all student dress code decisions.

Dropping/Adding Classes

Schedule changes will be granted only in unusual situations and with administrative approval. Schedule change requests may be made in the Counselor's Office. After the first five (5) days of school, teacher approval must be obtained from both the sending and receiving teacher.

Schedule changes after five (5) days are only for:

1. Incorrect enrollment (credits, repeated courses, etc.)
2. Teacher request.
3. Administrative decision.

Free Dress Days

Santa Fe South has reason for great pride in the appearance of its student body. It is in the best interest of all concerned that such pride should be maintained, especially on Free Dress days, which are not often offered. It is hoped that parents and students will use mature judgment and good taste in complying with these minimal restrictions.

Grooming and dress at Santa Fe South Schools must not constitute a distraction or interfere with the educational opportunities of students.

1. All students will be fully clothed, clean and well groomed.
2. All students shall wear footwear at all times.
3. Headgear, such as hats, caps, bandanas, sunglasses and stocking caps, are not to be worn at school.
4. No halter tops, bare midriffs, off-the-shoulder tops, tube tops, spaghetti straps, backless or partial backless garments, tank tops, exposed underwear, outer garments that look like underwear, muscle shirts and mesh shirts without a T-shirt underneath.
5. Apparel that is too tight, too loose, too sheer, too short or too revealing, including tops, mini-skirts, short shorts, skirts with slits, and low-cut clothes, including attire that exposes the chest or breasts, is prohibited.
6. Apparel or accessories with offensive or suggestive slogans or logos that pertain to immorality, vulgarity, obscenity, nudity, or promotion of violence and/or gang or cult activity are prohibited.
7. Bike or animal chains, collars or spikes are prohibited.
8. Students may not wear clothing or accessories that display symbols, pictures, lettering or numbering that is profane, vulgar, repulsive or obscene or that advertises or promotes dangerous weapons, tobacco, alcoholic beverages, low-point beer, illegal chemical substances, drug related items, drug paraphernalia or other items or activities that are illegal for the general population or for minors.

Where a bona fide religious belief or health need of a student conflicts with the school dress code, reasonable accommodation shall be provided. Any student desiring accommodation shall notify the school principal in writing of the requested accommodation and the factual basis for the request.

Any variation to the above dress code will be subject to the approval of the principal.

Eligibility for Co-Curricular Activities

Eligibility will be run 3 weeks into each semester. Students on the F-list will be given one week of probation. If a student is on the F list for the same subject the following week he/she will be deemed ineligible for co-curricular events including field trips, fine arts competitions, and athletic events.

However, due to the “no time limit on learning” structure and approach of standards-based grading, grades are only officially converted to traditional letter grades at the close of the semester. For this reason a student may appeal his/her ineligibility to the front office. If a student can prove that they are attending interventions and working toward mastery of standards they may receive an exemption.

Exemption Policy

- Applies to all students
- Effective Fall/Spring semesters

A student may be exempt from their semester exam being calculated into their final grade if they meet certain academic, behavior, and attendance criteria. Those criteria are:

- An “A” in the class, and a maximum of 3 excused absences
- A “B” in the class, and a maximum of 2 excused absences
- A “C” in the class, and 0 excused absences

The classroom teacher has the option to require all students to take a final; the exemption will still apply to those qualified even though they may be required to take the final.

If a student has been suspended, either in-school or out-of-school, or has violated the honor code, then that student would not be exempt. Standardized exemption policy applied to seniors during the 2nd semester.

The fact that a student’s parent calls in an absence does not in itself constitute an “excused absence”; the fact that the absence was called in, as well as the nature of the absence, are considered in excusing the absence.

*The exemption policy may be modified or eliminated by the site principal based on curriculum or other pedagogical considerations.

Healthy Snack Guidelines

In order to follow healthy food choices and provide protection for students with special dietary needs and food allergies, the federal government recommends the following:

- Send food for your child only
- Food brought for celebrations needs to be purchased and individually wrapped with a label of contents.
- Do not send sugary drinks in student lunches.

The following link provides examples of healthy snacks and drinks:

<https://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks>

Inclement Weather Closings

When the threat of bad weather occurs parents, students and teachers should watch local TV channels and media for school closings. When there is a list of school closings, look for Santa Fe South Schools.

Lockers and Storage

Students may be assigned a locker. It is the student's responsibility to secure the locker. The school is not responsible for any lost or stolen items stored in a locker. It is the student's obligation to replace any lost or stolen item. This policy applies to both traditional and athletic lockers.

Medical Provisions and Confidentiality

Students with AIDS or other communicable disease will be protected by the privacy acts and medical provisions as established by the Oklahoma Department of Health. If requested by the Oklahoma Department of Health, a Multidisciplinary Team will be established for the student.

Motor Vehicles on School Grounds

Driving a vehicle to school is a privilege that is granted to students who meet state requirements to operate a motor vehicle and are willing to abide by the rules of Santa Fe South Schools. Students may park only in the approved locations determined by each site.

Students are not to be in any parking lot or car during the school day. Students may not go to their vehicle at any time during the school day without direct permission from the office.

Students who violate the rules of driving and parking may be warned on their first offense or lose their privilege to drive for any period of time up to the rest of the semester. For any subsequent offense, students may lose their privilege to drive for the rest of the semester or school year if the offense and time of the offense warrant such punishment.

Organizations and Clubs

Students may form clubs or organizations for any legal purpose. These organizations must be open to all students on an equal basis and must operate within procedural guidelines established by the student government, acting in concert with the principal. Organizations must have a staff member as sponsor, and any initiations must have the approval of the principal.

Academic Honor Code

In order to sustain a community of trust in which the students and teacher can work together to develop their educational potential and goals, ethical standards of honesty are expected so that all students may participate fairly in the classroom to earn their academic standing through their own efforts. Violations of the honor code include lying, cheating, or stealing.

Acts of cheating are defined as follows:

1. Willfully copying or allowing class assignments to be copied and falsely presenting them as his/her own work.
2. Using notes or any other prompts to assist in answering test questions, unless allowed by the teacher.
3. Acquiring answers to test questions or homework by looking at any other students' papers.
4. Being informed or informing verbally or otherwise, of test questions or answers either during or prior to the testing situation, as well as answers to homework assignments for which you are given.
5. Plagiarizing someone else's words or ideas.

Plagiarism

Plagiarism is using someone else's words or ideas without giving them credit. When one uses someone else's words or ideas, an appropriate citation must accompany the work. This may be done in several formats including APA, MLA, or others as determined by the teacher. Whether it is intentional or unintentional, plagiarism is a serious offense that can be avoided by following the proper citation guidelines.

Information on how to properly cite material can be found at the [Purdue OWL](#), but there are dozens of resources that teach proper citation online.

If a student is turned in for plagiarism, a referral will be made to administration, and a meeting will be called with the offender, the offender's parent(s), an administrator, and the teacher who made the assignment.

Prescription Medication

The Santa Fe South Board of Education recognizes that under certain circumstances medicine may be dispensed to students by an administrator or other designated district employees. The following procedures will be used when medicine is dispensed:

1. Prescription medicine is defined as medication contained in a prescription vial with a label that correctly states the name and address of the pharmacy, date of filling, name of patient, name of prescriber, prescription number, directions for the administration of the medication, and whether the child has asthma or other disability which may require immediate dispensation of medication.

The medication must be delivered to the principal's office in person by the parent or guardian of the student unless the medication must be retained by the student for immediate self-administration. The medication will be accompanied by written authorization from the parent, guardian, or person having legal custody that indicates the following:

- A. purpose of the medication,
 - B. time to be administered,
 - C. whether the medication must be retained by the student for self-administration,
 - D. termination date for administering the medication, and
 - E. other appropriate information requested by the principal or the principal's designee.
2. The parent, custodial or legal guardian will be asked to fill out the "Permission Form for Prescribed and Over the Counter Medications." The following personnel shall be authorized to administer medicine at school: the school principal, other school employees who have been designated by the school principal, or designee of the superintendent.
 3. No medicine shall be administered unless the parent or guardian of the student has given the school written authorization to administer the medicine. Each school site shall keep on file the written authorization to administer medicine to a student.
 4. Prescription medication shall be administered pursuant to the directions for the administration of the medicine listed on the prescription vial with a label as defined in paragraph 1, above, or as otherwise authorized in writing by the physician prescribing the same. All medicine shall be properly stored in a locked cabinet, and not readily accessible to persons other than the persons who will administer the medication except the medication retained by a student per physician's order.

5. Self-administration of inhaled asthma medication by a student for the treatment of asthma is permitted with written parental authorization. The parent or guardian of the student must also provide a written statement from the physician treating the student that the student has asthma and is capable of, and has been instructed in the proper method of, self-administration of medication. In certain circumstances, self-administration of medication by a student with other life-threatening illnesses may be permitted.
 - A. A student who is permitted to self-administer asthma medication shall be permitted to possess and use a prescribed inhaler at all times.
 - B. Teachers and other appropriate school personnel will be given the names of students who have permission to self-administer medicine. Those names are to be kept confidential.
6. Nonprescription medication, including over-the-counter drugs such as aspirin, Midol, cough medicine, et cetera, may be administered by an administrator or designated school employee, pursuant to written authorization of a parent, guardian, or person having legal custody of the student when other alternatives, such as resting or changing activities, are inappropriate or ineffective. The medication will be administered in accordance with label directions or written instructions from the student's physician. All medicine shall be properly stored, and not readily accessible to persons other than those persons who will administer the medication.

The parent, guardian, or person having legal custody of the student is responsible for informing the designated official of any change in the student's health or medication.

Provisional Guidelines for Keeping a Sick Child Home from School

It is often difficult to tell how sick your child is in the morning before school. School is important, but sick children need to be at home. The following considerations can help you decide whether your child should stay home from school.

- Temperature- Though sick children may not have a fever and be sick, a temperature of 100 degrees or over is a sure sign to keep your child home. Giving a fever reducer, such as Tylenol, and sending your child to school will almost guarantee a call from school when the medicine wears off, as well as exposing other students to whatever your child has.
- Vomiting or diarrhea during the previous evening or night, please keep your child home. Consult a doctor if symptoms continue more than 48 hours or worsen instead of improving.
- A blistering rash, especially if accompanied by fever and a history of exposure may be chicken pox. Keep your child home until you know for sure. If it is chickenpox, your child will need to stay home until all areas are scabbed, usually 6-7 days.

- Heavy nasal congestion and/or a frequent cough, keep your child at home. At school, with these symptoms, children probably feel miserable, will not learn much, and will be sharing a virus with others.
- Contagious disease diagnosis, such as strep, your child should take their prescription antibiotics for at least 24 hours before returning to school.

If your child stays home, improves, and does not run a temperature (without medication), your child can be taken to school. Be sure that the school has current telephone numbers to reach you at all times in case your child becomes ill or injured.

Medication Note

For both prescription and over-the-counter medication to be given to students at school, the school must have written directions from a physician and written permission from the parent or guardian. Consult the administrator for appropriate forms and procedures.

The medication must be sent in a pharmacy labeled bottle. Inhalers need to have the pharmacy label on the inhaler. Any changes in time, dosage, or medication will require new orders from the physician and a new form signed by the parent. All pills will be counted by two people when the medication arrives at school and any remaining medication counted at the end of the school week by two people.

Medication will be dispensed by the school administrator or their designee. Any over-the-counter medications brought to the school must be in an unopened, original container. All medications, prescription and over-the-counter, must be picked up by the parent at the end of the school year. No medications will be sent home with students.

Publications (Student)

Student publications are regarded as an integral part of the school curriculum and are under the control of school personnel. A copy of each publication or other printed materials must be given to the principal for review three (3) school days prior to the requested distribution. The three- (3) day period does not include the day of the request or the day of distribution. The principal will determine if the publication contains libelous or obscene language, art that advocates illegal action or disobedience, or material which encourages disruptive behavior. The principal will notify the individuals or sponsors as to whether or not the publication can be distributed on the school premises.

The principal also approves the place and time for distribution of printed materials. In the event the principal prohibits the distribution, the student's parents/guardians are called, and they may have the principal's decision reviewed by the Superintendent.

Distribution on school premises of literature or commercial advertising advocating the nomination or election of any person for public office is expressly prohibited (mock elections are excluded). Advertising materials, which promote the use of alcohol or tobacco, are strictly prohibited.

Public Displays of Affection

Public displays of affection are not appropriate in the classroom, halls, on or at school-sponsored trips, or anywhere on the school grounds. Inappropriate PDA includes but is not limited to kissing, excessive hugging, and inappropriate touching. Violators will be referred to the office for disciplinary action.

Sales

Advertising may be permitted if it is for approved school-related activities. Any advertising material which promotes the use of alcohol and tobacco is strictly prohibited. No person may display, offer to sell, or sell any item or service to students or school district personnel on school property, at school-sponsored events, or on school transportation unless he/she has the written permission of the school principal or the Superintendent of Schools.

Searches

Search of School Property

All school property such as lockers, desks, etc., assigned to students is the property of Santa Fe South Schools. The student is given a temporary right to use the property, and this right may be revoked at any time.

School property will not be used to store materials, objects, etc. that are in violation of school rules. The school principal or designee may authorize the search of school property temporarily assigned to a specific student without the permission of the student or the presence of the student. Students have no expectation of privacy as to lockers, desks, data storage on school networks, or other storage areas. School personnel may remove from lockers or desks any articles, which are prohibited at school or could be used to interfere with or disrupt the educational process.

Search of Student's Person

No person attending a school-sponsored event may conceal on his/her person, or in a purse, bag, etc. any weapon, dangerous drug, narcotic, alcohol, or any other substance or object that is in violation of local or state ordinances or school rules. The school principal or designee may authorize the search of a student's person or personal property and seize illegal or harmful items in his/her possession as follows:

- There must be reasonable suspicion for school authorities to believe the student is in possession of an item which constitutes a crime or a school rule violation.
- The student must be told, prior to the search, what item or substance is being sought.
- The search must be done in a manner that avoids undue humiliation to the student. A person of the same sex as the person being searched must conduct the search. Under no circumstances should a strip search be conducted.
- Illegal items or other substances reasonably determined to be a threat to the safety or security of others may be seized by school authorities.
- Items, which are used to disrupt or interfere with the educational process, may be temporarily removed from student possession.
- Personal transportation parked on school property is subject to search

Sexual Harassment- Reporting and Investigation

Any student who believes he/she has been sexually harassed should immediately report the offensive action to a teacher or administrator. As soon as possible, the teacher should inform an administrator of the student's concern and the administrator will immediately begin an investigation into the allegation. Findings of sexual harassment will be dealt with in accordance with the Student/Employee Handbook requirements.

Students in Good Standing

Defined as:

1. Passing all classes.
2. No excessive absences in any class which would cause the student to receive no credit (NC) in that class.
3. No Out of School Suspensions.
4. No more than three days in-school suspension (ISS) in a semester.

Students not in good academic standing might not be allowed to attend field trips or participate in athletic or co-curricular contests. This includes all performance classes which participate in any Oklahoma Secondary School Athletics Association (OSSAA) contest.

Indicator	0 Points	1 Point	2 Points
Grades	0 in any Academic area for Standards Based Grading	Student has no less than a "C" in any class	Student has no less than a "B" in any class
Attendance- Every 3 tardies will count as 1 absence.	0-89%	90-94%	95-100%
Behavior	Unacceptable <ul style="list-style-type: none"> ● Multiple referrals ● Repeated violations of the same offense ● Any suspension 	One time minor referrals	No referrals

5-6 Points Student in Good Standing (SIG)
 4 Points Neutral (No rewards, no consequences)-
 0-3 Points Student in Poor Standing (SIP)

A sample SIGS/SIPS form can be found on page 45.

Students in Poor Standing

Defined as:

1. Failing any class, even Academy/TEAMs
2. Excessive absences in any class
3. Any suspension.

First Semester SIPS	Second Semester SIPS
Probation; must attend SAT day to make up zeros or to work on campus. Failure to attend will require a parent conference before the student is allowed to return to school. The conference will require a contract to be signed by a parent and the student stating any further failure to attend a required day will cause the student to lose enrollment guarantee for the next school year.	<ul style="list-style-type: none">● Loss of enrollment guarantee (placed in lottery)● If re-enrolled, strict probation status● Parent Involvement Contract● Student progress requirement to SIGs status

A sample SIGS/SIPS form can be found on page 45.

Discipline Plan

Preface

Santa Fe South Schools accepts the challenge of providing a high quality educational program that prepares its students to compete in modern society. The program provides opportunities for the development of skills, acquisition of knowledge, and formation of desirable attitudes. It also creates an environment that is safe, secure, and conducive to learning. Most students choose to participate in this program. Santa Fe South Schools accepts the obligation to assist all students with a fair and consistent discipline program that provides opportunities for students to change undesirable behavior while protecting the rights of the majority.

The purpose of these regulations and guidelines is to secure uniform expectations from students at Santa Fe South Schools. The written code provides the foundation and framework for a fair and sound discipline policy for our school buildings. It also allows sufficient flexibility to meet those special situations encountered.

A document of this nature cannot cover every set of circumstances that may be encountered in the diverse and complex social setting of public schools. Therefore, the administrators are charged with the responsibility of creating and maintaining a physically safe and appropriate learning environment may find it necessary to use options and procedures not covered in these regulations. Administration may use professional judgement based on additional contextual information to make decisions that are outside of the recommendations found within this handbook.

Introduction

Based on the official policy of the Santa Fe South Schools, certain types of conduct are prohibited. The rules, regulations, and procedures, as indicated in this booklet, will, for the safety and convenience of everyone, be enforced immediately before, during, and after school hours, as well as while traveling to or from school. These rules are applicable in all places where school functions and activities occur, including, but not limited to, the school building, school athletic fields, buses, areas adjacent to the school, and moving from one site to another. The rules are also applicable throughout the course of any school field trip or other officially sponsored school activity. Appropriate disciplinary actions will be imposed on students violating these rules. In the instance of out-of-school suspension, appropriate educational services will be provided. Violations are divided into discipline violations and law violations. (Law violations may also result in court action.) Should an incident occur that involves the violation of local, state, and/or federal law (i.e., substance abuse or possession and alcohol use or possession) these statutes supersede school policy.

Student Behaviors Covered by the SFS District Handbook

This section identifies the specific inappropriate behaviors for which students will receive interventions and/or consequences. The behaviors are listed in six different groups, according to the degree of disruption to the learning environment.

- Group 1 lists behaviors that are inappropriate.
- Group 2 lists behaviors that disrupt.
- Group 3 lists behaviors that seriously disrupt.
- Group 4 lists behaviors that very seriously disrupt.
- Group 5 lists behaviors that most seriously disrupt.
- Group 6 lists behaviors that are illegal and most seriously disrupt.

Group 1- Inappropriate Behaviors

Inappropriate Behavior	Intervention and Consequences
<ol style="list-style-type: none"> 1. Running and/or making excessive noise in the hall or building 2. Leaving the classroom without permission 3. Engaging in any behavior that is disruptive to the orderly process of classroom instruction 4. Loitering, or occupying an unauthorized place in the school or on school grounds 5. Failing to attend class without a valid excuse 6. Persistent tardiness to school or class (3 or more incidents per semester) 7. Use of the school network for the purpose of accessing non-approved materials 8. Unauthorized use or possession of cellular telephones or other information technology devices (See BYOD Policy) 	<ul style="list-style-type: none"> • Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence • Recommended instructive, natural, or restorative response (see <i>Responses with Students for Effective Discipline</i>) • Detention – lunch, before school, after school, or Saturday

Group 2- Disruptive Behaviors

Disruptive Behavior	Intervention and Consequences
<ol style="list-style-type: none"> 1. Posting or distributing unauthorized written materials on school grounds 2. Interfering with school authorities and programs through walkouts or sit-ins 3. Initiating or participating in any unacceptable minor physical actions 4. Failing to abide by school rules and regulations not otherwise listed in the SCC 5. Possession (physical control over, such as contained in clothing, lockers, or bags) and/or use of tobacco or nicotine products, matches, or cigarette lighters 6. Disregard for the instructions or direction of school personnel causing interruption to other students' participation in school activities 7. Unauthorized use of school parking lots or other areas 8. Disruptive behavior on the school bus 	<ul style="list-style-type: none"> ● Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence ● Recommended instructive, natural, or restorative response (see Responses <i>with Students</i> for Effective Discipline) ● Detention – lunch, before school, afterschool, or Saturday ● Skill-building in-school suspension up to three days

Group 3- Seriously Disruptive Behaviors

Seriously Disruptive Behavior	Intervention and Consequences
<ol style="list-style-type: none"> 1. Gambling – participating in games of chance or skill for money or things of value 2. Profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin, sex, gender, sexual orientation, age, religion, gender identity, gender expression or disability 3. Second or more documented violation of a Group 1 or 2 behavior category 4. Any behavior not otherwise listed in Groups 1 through 3 of this SCC that seriously disrupts the educational process 5. Forgery – false and fraudulent making or altering of a document or the use of such a document 6. Plagiarizing, cheating and/or copying the work of another student or other source 7. Overt display of gang affiliation 8. Bullying behaviors – conduct directed towards a student that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with student’s ability to participate in school or school activities (see Anti-Bullying Policy for full definition before assigning an intervention or consequence) 9. Cyber Bullying behaviors-Use of cellular telephones or other information technology device to harass, incite violence or interrupt other students’ participation in school activities, including use of device to record others without permission or unauthorized distribution of recordings (see Anti-Bullying Policy for full definition before assigning an intervention or consequence) 10. Use of the SFS network for a seriously disruptive purpose not otherwise listed in this SCC 11. Leaving campus without permission 12. Use of the SFS network for the purposes of distributing or downloading non-approved material 	<ul style="list-style-type: none"> • Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence • Recommended instructive, natural, or restorative response (see Responses <i>with Students</i> for Effective Discipline) • Detention – lunch, before school, afterschool, or Saturday • Skill-building in-school suspension up to three days • Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to 10 days • Request for disciplinary reassignment

Group 4- Very Seriously Disruptive Behaviors

Very Seriously Disruptive Behavior	Intervention and Consequences
<ol style="list-style-type: none"> 1. False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified 2. Extortion – obtaining money or information from another by coercion or intimidation 3. Assault– an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery 4. Vandalism (willful or malicious destruction or defacing of the property of others) or criminal damage to property at a cost less than \$500 5. Battery (unwanted bodily contact with another person without legal justification) or aiding or abetting in the commission of a battery which does not result in a physical injury 6. Fighting– physical contact between more than two people with intent to harm, or physical contact between two people with intent to harm 7. Theft (unauthorized control over the physical property of another) or possession (physical control over, such as contained in clothing, lockers or bags) of stolen property that costs less than \$150 8. Possession, use, sale, or distribution of fireworks 9. Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process 10. Trespassing on SFS property – entering SFS property when previously prohibited or remaining on school grounds after receiving a request to depart 11. Knowingly or intentionally using the SFS network or information technology devices to spread viruses to the SFS network 12. Possession of any dangerous object, first documented behavior 13. Use or possession of alcohol in school or at, before, or after a school related function, first documented behavior 14. Initiating or participating in inappropriate physical contact with school personnel, such as pushing school personnel out of the way in order to physically fight with another student, with no intent to harm school personnel 15. Overt display of gang affiliation in a threatening manner 	<ul style="list-style-type: none"> ● Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence ● Recommended instructive, natural, or restorative response (see Responses <i>with Students</i> for Effective Discipline) ● Detention – lunch, before school, afterschool, or Saturday ● Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension ● Request for disciplinary reassignment

Group 5- Most Seriously Disruptive Behaviors

Most Seriously Disruptive Behavior	Intervention and Consequences
<ol style="list-style-type: none"> 1. Aggravated assault – assault with a deadly weapon or done by a person who conceals his/her identity, or any assault against school personnel 2. Burglary – knowingly and without authority entering or remaining in a building or vehicle with intent to commit a felony or theft therein 3. Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$150 4. Use of intimidation, credible threats of violence, coercion, or persistent severe bullying. Intimidation is behavior that prevents or discourages another student from exercising his/her right to education, or using force against students, school personnel and school visitors. 5. Gang activity 6. Inappropriate sexual conduct, including unwelcome sexual contact, indecent exposure, transmitting sexually suggestive images through information technology devices, or other sexual activities which do not involve the use of force 7. Engaging in or attempting any illegal behavior which interferes with the school’s educational process 8. Persistent or severe acts of sexual harassment – unwelcome sexual or gender-based conduct (either physical or verbal) and/or conduct of a sexual nature which is sufficiently severe, persistent, or pervasive to limit a student’s ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment 9. False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified 10. Second or repeated violation of Behavior 4-13, possession of any dangerous object 11. Battery, or aiding or abetting in the commission of a battery, which results in a physical injury. Battery means unwanted bodily contact with another person without legal justification. 	<ul style="list-style-type: none"> ● Out-of-school suspension or combination in-school and out-of school suspension ● When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs. <p>Additional Consequences</p> <ul style="list-style-type: none"> ● Recommended instructive, natural, or restorative response (see <i>Responses with Students for Effective Discipline</i>) ● Request for assignment to an intervention program by the Principal ● Request for disciplinary reassignment to another Network school, or to an alternative school program for a set term ● Request for expulsion hearing ● For behaviors involving the improper use of the SFS network or information technology devices, revocation of network privileges for up to two years

Group 5- Most Seriously Disruptive Behaviors (cont'd)

Most Seriously Disruptive Behavior	Intervention and Consequences
<p>12. Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others. Or, hacking (intentionally gaining access by illegal means or without authorization) into the SFS network to access student records or other unauthorized information, or to otherwise circumvent the information security system</p> <p>13. Vandalism (willful or malicious destruction or defacing of property) or criminal damage to property that results in damage exceeding \$500 or that is done to personal property belonging to any school personnel</p> <p>14. Inappropriate consensual sexual activity</p> <p>15. Use or possession of illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, or contraband, or use of any other substance for the purpose of intoxication in or before school or a school-related function</p> <p>16. Second or repeated violation of Behavior 4-14, use or possession of alcohol in school or at, before or after a school-related function</p> <p>17. Participating in a mob action – a large or disorderly group of students using force to cause injury to a person or property, or persisting in severe disruption after being directed to cease by school personnel or Police</p>	

Group 6- Illegal and Most Seriously Disruptive Behaviors

Illegal and Most Seriously Disruptive Behavior	Intervention and Consequences
<ol style="list-style-type: none"> 1. Use, possession, and/or concealment of a firearm/destructive device or other weapon or use or intent to use any other object to inflict bodily harm 2. Intentionally causing or attempting to cause all or a portion of the SFS network to become inoperable 3. Arson – knowingly damaging, by means of fire or explosive, a building and/or the personal property of others 4. Bomb threat – false indication that a bomb, or other explosive of any nature, is concealed in a place that would endanger human life if activated 5. Robbery – taking personal property in the possession of another by use of force or by threatening the imminent use of force 6. Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, contraband, or any other substance used for the purpose of intoxication, or repeated violation of Behavior 5-17 7. Rape- sex acts which include the use of force 8. Aggravated battery (battery that causes great harm, is done with a deadly weapon, is done by a person who conceals his/her identity, or the use of physical force against school personnel) or aiding and abetting in the commission of an aggravated battery 9. Murder – killing an individual without legal justification 10. Attempted murder – an act that constitutes a substantial step toward intended commission of murder 11. Kidnapping – secret confinement of another against his/her will or transportation of another by force or deceit from one place to another with the intent to secretly confine 12. Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$500 <p>*Students attending Pathways are subject to the Rules and Regulations of OCCC.</p>	<ul style="list-style-type: none"> ● Out-of-school suspension or combination in-school and out-of school suspension. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs. ● The principal may request an expulsion hearing for any Group 6 violations. <p>Additional Consequences</p> <ul style="list-style-type: none"> ● Recommended instructive, natural, or restorative response (see Responses <i>with Students</i> for Effective Discipline) ● Request for assignment to an intervention program by the Principal ● Request for disciplinary reassignment to another Network school, or to an alternative school program for a set term ● For behaviors involving the improper use of the SFS network or information technology devices, revocation of network privileges indefinitely

Responses with Students for Effective Discipline

This section expounds on effective discipline responses available to administrators. This may be used exclusively or in conjunction with other interventions or consequences. The purpose of these responses is to offer high support to the student and their families while demanding high expectations for acceptable behavior. These responses can be given as a means to defer or reduce punitive responses. For these interventions to be the most meaningful and effective, students should be given the option to opt out of these responses free of coercion.

Instructive Response

An administrator may identify that the student's discipline issue is rooted within a gap in knowledge or skill regarding appropriate behavior. In that case the appropriate response is to provide the space and support to allow students to grow in the identified areas. This may include, and is not limited to, assigning reading material, classes offered on the topic, online modules, or a special project. For instructive responses to work well, they need to be executed in such a way that the work is meaningful and relevant. The process by which students gain new knowledge and skill should be presented as an opportunity for growth and not as a punishment.

Natural Response

Consequences that are natural and relevant are the most effective for helping students understand how their behavior impacts themselves and others. In certain situations the administrator could help the student find ways to fix or help the situation they have caused. For instance, if a student breaks a chair during a time of misbehavior, replacing the chair would be a natural response.

Restorative Response

Restorative responses help students understand how their actions have harmed others, and allowing students to "make it right" thus restoring their relationship with the community. Restorative responses do not focus on broken rules, instead facilitating reconciliation with broken relationships. Restorative responses to discipline issues include affective statements, restorative questions, and restorative conferences.

- Affective Statements: Statements that help students understand how their actions have affected others. Students would then be guided to "make it right".
- Restorative Questions: A set of questions that help students think through their actions and how it has affected others. The restorative questions are as follows.
 - What happened?
 - What were you thinking at the time?
 - What have you thought about since?
 - Who has been affected by your actions, in what way?
 - How will you make it right?
- Restorative Conference: Administrators may bring community members together including the offender, offender advocates, victim, victim advocates, school advocate, and other community members as appropriate. During this process the group will come

together to make a plan for the student to make amends. At the end of the process the facilitator will create a contract for the student that reflects the decision made by the members of the conference. If the student fails to meet the terms of the contract the discipline plan will revert back to the more punitive response. This is highly controlled situation. Facilitators of these conferences should be trained before conducting a restorative conference.

Restorative Response PreK- 5

We invest in prevention first. All members of our learning environment should experience an effective and relevant foundation of academic, social, and behavior support that emphasizes arrangement of high quality teaching and learning environments: (a) direct and explicit teaching of social skills, (b) continuous progress monitoring, (c) multiple opportunities to practice in applied settings, (d) specific and contingent encouragement and recognition when social skills are used, and (e) re-teaching when behavior errors occur. Administrators will:

- Inform parents in a timely manner when an incident occurs and provide written documentation that clearly explains the incident and steps taken.
- Identify nature of incident: examples but not limited to bullying, physical harm to himself, peer or staff, major disruption to a classroom or school area.
- Review data provided by the teacher and student(s) and decide appropriate action based on referral.
- Follow up with teachers and parents for children that show patterns of behavior that are either disruptive, unkind or unsafe to themselves, peers, or staff.
- Continue monitoring/data gathering for any student referred for unsafe behaviors.
- Update student record to document discipline referrals.
- Referral to school counselor or outside professional services may be necessary.

Anti-Bullying Policy

Incidents of harassment, intimidation, bullying or threatening behavior are to be reported to the campus administrator, or designee. Reports may be made anonymously but no formal disciplinary action will take place solely on the basis of an anonymous report. All school employees are to make an immediate report, if he/she has reliable information that would lead a reasonable person to suspect an act of bullying, to the principal or designee. The administrator will take a statement from the one reporting the incident which details which part of the policy is being violated, who the person(s) are that are violating the policy, witnesses to the violation(s), and times and dates of the violation(s).

After taking the statement, the administrator will begin questioning witnesses and the person being harassed, intimidated, bullied, or threatened (if different from the one reporting the violation(s)). Next, the administrator will question the person or persons accused of violating this policy to determine the extent of the violation. If it is determined that a violation of policy has occurred, and before appropriate disciplinary measures have been taken, the parents of both the victim and perpetrator will be notified of the occurrence and the action to be taken. Action will be taken in keeping with written procedures concerning violations of The Code of Student Behavior. The Principal or site administrator will be responsible for determining the severity of the incident, the potential for future violence and the administration of the policy. Such violations and the extent of punishment are listed on the following pages.

In addition to any punitive measures taken by the administration, the bully, the victim and any other students affected by the prohibited behavior may be referred to any available community mental health care. Professional Development will be provided for all teachers to explore various methods for prevention of and education about threatening behavior, harassment, intimidation, and bullying as designed and developed by the State Department of Education and the Office of Juvenile Affairs. This Professional Development will be made available to all parents and students who wish to be informed as to prevention and reporting of bullying.

After consultation between the administrator, counselor, and other school officials that may have the necessary expertise, the student committing the act of bullying may be referred to a delinquency prevention and diversion program administered by the Office of Juvenile Affairs. Additionally, the specific incident may be reported to a law enforcement agency if it constituted criminal activity or could have the potential to endanger school safety. When a student is required to attend one of the counseling options available within the community, the administration may request the disclosure of any information concerning an explicit threat to the safety of students or school personnel. A generic State form is available for making this request.

If it is determined that no violation took place and that the student reporting the incident made a false report as a means of retaliation, reprisal or as a means of bullying, that student will be suspended from school for up to 5 days, parents or guardians will be called and the student

referred to community agencies providing mental health care or to a program administered by the Office of Juvenile Affairs.

This policy will be posted on each campus in the cafeteria, school bulletin boards and administrative offices. Further, it will be in the student handbook, employee handbook, on the school internet website, and each school site that has an internet website. Parents and guardians will be informed that a policy exists, through forms given to them in enrollment packets, and that a copy will be given to them upon request.

An accounting of the number of bullying incidents shall be kept by the appropriate administrator/designee at each school site and make that report available to the superintendent or his/her designee at the completion of each school year.

Computer and Communications Use Policy

Section One- Purpose

- A. To better serve our students through the use of technology and provide them with the best tools for learning, Santa Fe South provides access to one or more forms of electronic media and services, including computers, e-mail, telephones, some online services, intranet, internet, and the World Wide Web.
- B. Santa Fe South encourages the use of these media and associated services because they can make communication more efficient and effective and because they are valuable sources of information to support education. However, all students connected with the organization should remember that electronic media and services provided by the school system are school property and their purpose is to facilitate and support school business and learning. All computer users have the responsibility to use these resources in an ethical and lawful manner.
- C. To ensure that all students are aware of these responsibilities, the following guidelines have been established for using e-mail and the Internet. No policy can lay down rules to cover every possible situation. Instead, it is designed to express the Santa Fe South philosophy and set forth general principles when using electronic media and services.

Section Two- Prohibited Communications

Electronic media cannot be used for knowingly transmitting, retrieving, or storing any communication that is:

1. Discriminatory or harassing;
2. Derogatory to any individual or group;
3. Obscene, sexually explicit or pornographic;
4. Defamatory or threatening;
5. In violation of any license governing the use of software; or
6. Engaged in for any purpose that is illegal or contrary to Santa Fe South policy or school interests.

Section Three- Personal Use

The computers, electronic media, and services provided by Santa Fe South are primarily for educational use to assist students with their learning. Limited, occasional, or incidental use of electronic media (sending or receiving) other than for school related activities is prohibited. **It is the responsibility of each teacher/instructor to educate minors about appropriate online behavior (including social networking sites and cyber bullying).**

Section Four- Access to Student Communications

1. Santa Fe South does routinely gather logs for most electronic activities and monitor student communications directly, e.g., telephone numbers dialed and sites accessed for the following purposes:
 - a. Cost analysis;
 - b. Resource allocation;
 - c. Optimum technical management of information resources; and
 - d. Detecting patterns of use that indicate users are violating school policies or engaging in illegal activity.
2. Santa Fe South reserves the right, at its discretion, to review any student electronic files and messages to the extent necessary to ensure electronic media and services are being used in compliance with the law, this policy and other school directives. Santa Fe South also has content filtering and similar measures in place that are designed to restrict minors' access to harmful materials.
3. Users should not assume electronic communications are completely private.
4. Users are prohibited from sharing personal information about themselves or other students/staff members via the Internet.

Section Five- Software

To prevent computer viruses from being transmitted through the school's computer system, unauthorized downloading of any unauthorized software is strictly prohibited. Only software registered through Santa Fe South, or coordinated with the IT staff, may be downloaded. Students should coordinate related questions through their TEAMS teacher.

Section Six- Security/Appropriate Use

1. Users must respect the confidentiality of other individuals' electronic communications. Except in cases in which explicit authorization has been granted by school management, users are prohibited from engaging in, or attempting to engage in:
 - a. Monitoring or intercepting the files or electronic communications of other users or third parties;
 - b. Hacking or obtaining access to systems or accounts they are not authorized to use;
 - c. Using other people's log-ins or passwords; and
 - d. Breaching, testing, or monitoring computer or network security measures.
 - e. No e-mail or other electronic communications may be sent that attempt to hide the identity of the sender or represent the sender as someone else.
 - f. Electronic media and services should not be used in a manner that is likely to cause network congestion or significantly hamper the ability of other people to access and use the system.
 - g. Anyone obtaining electronic access to other organizations' or individuals' materials must respect all copyrights and cannot copy, retrieve, modify or forward copyrighted materials except as permitted by the copyright owner.

Section Seven- Participation in Online Forums

1. Students should remember that any messages or information sent on school-provided facilities to one or more individuals via an electronic network—for example, Internet mailing lists, bulletin boards, and online services—are statements identifiable and attributable to Santa Fe South.
2. Santa Fe South recognizes that participation in some forums might be important for school-related assignments.

Section Eight- Violations

Any student who abuses the privilege of their access to e-mail or the Internet in violation of this policy will be subject to corrective action, including possible suspension through due process, legal action, and criminal liability.

Electronic Devices

All uses of Electronic Devices are covered under Santa Fe South each site's bring your own device policy (BYOD).

Santa Fe South Middle School has a no cell phone policy. Students are not allowed to have a cell phone on their person during the school hours. Students that choose to bring their cell phone to school are required to turn in their cell phone into the front office as soon as they to get school in the morning.

Cell Phone Surrender Policy (Middle School)

If a student is asked to turn over their cell phone, they must comply with the request. Once the phone has been surrendered a one day suspension and a \$15 fee will be applied.

Cell Phone Surrender Policy (High School)

If a student is asked to turn over their cell phone, they must comply with the request. The following discipline will apply once they turned over the cell phone:

- 1st Offense-Phone is confiscated and returned that afternoon
- 2nd Offense-Phone is confiscated until parent meeting. A \$15 fine will be added.
- 3rd Offense-Phone is confiscated for the remainder of the semester.

Cell Phone Surrender Policy (Pathways)

If a student is asked to turn over their cell phone, they must comply with the request. The following discipline will apply once they turned over the cell phone:

- 1st Offense-Phone is confiscated and returned that afternoon with a \$15 fine.
- 2nd Offense-Phone is confiscated until parent meeting. A \$20 fine will be added.
- 3rd Offense-Phone is confiscated for the remainder of the semester. A \$25 fine is added.

Pathways has a 1 to 1 Chromebook agreement. All students will be assigned a Chromebook and must adhere to this policy.

The school district does not carry theft insurance and is not responsible for lost or damaged personal property. Losses should be filed with the parent's homeowners insurance.

Students in Good Standing (SIGS)/Students in Poor Standing (SIPS)

SANTA FE SOUTH SCHOOLS
Students In Good Standing (SIGS)
Students In Poor Standing (SIPS)

Student: _____ SIPS points: _____

Indicator	0 Points	1 Point	2 Points
GRADES	0 in any Academic area for Standards Based Grading	Student has no less than a "C" in any class	Student has no less than a "B" in any class
ATTENDANCE	0-89%	90-94%	95-100%
BEHAVIOR	Unacceptable -Multiple referrals -Repeated violations of the same offense -Short or long term suspensions	Minor Discipline None repeated	No referrals

5-6 Points = SIGS

4 Points = Neutral (No rewards, no consequences)

0-3 Points = SIPS

SIPS – If you are receiving this letter, your child is a Student in Poor Standing due to the above area(s). We are providing the following opportunities to assist your child:

If improvement is not seen by _____ (dates), it will result in the following consequences:

First Semester of SIPS = Probation

- Required parent conference before the student is allowed to return. During this conference, an academic, behavior, and/or attendance contract will be signed. Such contract may include a Student Daily Progress Requirement (Drag Sheet for academic, behavior, and/or attendance).

Second Semesters of SIPS = Re-evaluation of student placement

- Continue First Semester Requirements
- Parent Involvement Contract

If previous requirements are not met and student remains in the SIPS category at the end of Second SIPS semester, student must re-apply to the lottery.

Parent/Legal Guardian Signature

Student Signature

Administrator signature

Date