

# 2022-2023

# FAMILY AND STUDENT

# SUCCESS HANDBOOK



# MESSAGE FROM THE SUPERINTENDENT

## Roosevelt Community,

Thank you for being a part of our Roosevelt family and for taking the time to review our 2022-23 Student Handbook. This Handbook is intended to be a resource for students and families as we launch the school year. Thank you to the handbook committee who invested countless hours to revamp this resource and thank you to the individuals who spent hours helping to develop our new framework that shifts the perspective to student support and discipline as a learning opportunity. Our Roosevelt team remains committed to the students and communities we serve. We are a community united in creating better futures for all through education and we believe in creating strong foundations through authentic and innovative experiences. These are our fundamental beliefs, which are demonstrated in the decisions we make and the practices we employ. We are excited and honored to have your children in our care, and believe this work is best done through an authentic partnership between home and school.

The last two years have been difficult, for everyone, and I commend our community for our unwavering commitment to each other. Thank you to our teachers who worked tirelessly last year, despite the ever-changing landscape. Thank you to all of our education support professionals, for keeping our organization running when things were really difficult. Thank you to our administrators and governing board for making the tough decisions needed to keep our community safe. And most of all, thank you to our students and families, for being a critical part of this journey and for the willingness to press forward during a pandemic that seemed impossible to navigate.

We are excited to be back, we are excited to be your community. From the signature academies that we've launched, to the robust suite of Apple technology, Roosevelt is a destination location for students and staff. We will continue to Be Bold, and we will continue to do amazing things because We Are Roosevelt. Somos Roosevelt.

Wishing all the best and an amazing school year.

Sincerely,

**Quintin Boyce, Ed.D.**  
Superintendent



*"If education is the ultimate equalizer, then quality learning opportunities are paramount."*

# STRATEGIC PLAN 2020-2025



## VISION

A community united to create better futures for all through education.

## MISSION

To build strong foundations through authentic and innovative experiences to ensure success for every student.

## CORE VALUES



### COLLABORATION

We believe in the power of working together.



### INCLUSION

We believe in the involvement and empowerment of all.



### INTEGRITY

We believe in doing the right thing.



### EQUITY

We personalize education and experiences to meet the needs of all.



### EXCELLENCE

We commit to do our best and be our best, everyday!



### TRUST

We build relationships through honesty and respect.



### CELEBRATION

We demonstrate what is important by what we celebrate.



### KINDNESS

We listen, we care, we serve.



### ROOTEDNESS

We honor and connect to our history and culture.

## STRATEGIC GOALS



### QUALITY SCHOOLS

Ensure high levels of learning for all students.



### TALENTED AND EMPOWERED TEAMS

Recruit, develop, and retain exceptional personnel for all positions within the school district.



### FAMILY AND COMMUNITY ENGAGEMENT

Build a strong support system by engaging families, partners and the greater community to meet the needs of all students.



### SAFE, SECURE AND RESPONSIVE ENVIRONMENTS

Develop safe and secure learning environments that are responsive to the evolving needs of our district.

# GOVERNING BOARD MEMBERS



**Ms. Michelle Campuzano**  
**Board President**

2018-2022



**Ms. Alexis Aguirre**  
**Board Clerk**

2020-2024



**Ms. Shelley Jackson**  
**Board Member**

2020-2024



**Ms. Nancy Piña-Gray**  
**Board Member**

2018-2022



**Mr. Lawrence Robinson**  
**Board Member**

2012-2024

# ROOSEVELT SCHOOL DISTRICT

## 2022–23 CALENDAR FOR FAMILIES



### JULY 2022

MON	TUES	WED	THUR	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

4 Independence Day

### AUGUST 2022

MON	TUES	WED	THUR	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

### SEPTEMBER 2022

MON	TUES	WED	THUR	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

5 Labor Day  
26 40th Day

### OCTOBER 2022

MON	TUES	WED	THUR	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

10-14 Fall Break

### NOVEMBER 2022

MON	TUES	WED	THUR	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

11 Veterans' Day  
16-18 Parent Teacher Conferences  
23-25 Thanksgiving Recess

### DECEMBER 2022

MON	TUES	WED	THUR	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

23 Professional Day  
26-30 Winter Break

### JANUARY 2023

MON	TUES	WED	THUR	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

2-6 Winter Break  
16 Martin Luther King, Jr. Day  
17 100th Day

### FEBRUARY 2023

MON	TUES	WED	THUR	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

20 Presidents' Day

### MARCH 2023

MON	TUES	WED	THUR	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

8-10 Parent Teacher Conferences  
13-17 Spring Break  
31 Cesar Chavez Day

### APRIL 2023

MON	TUES	WED	THUR	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

7 Spring Recess

### MAY 2023

MON	TUES	WED	THUR	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

19 Last Day of School  
29 Memorial Day

### JUNE 2023

MON	TUES	WED	THUR	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

19 Juneteenth

	Early Dismissal
	Schools Closed
	No School for Students



First Day of School



End of Grading Period

Instructional Days

180

# DISTRICT SCHOOLS & CENTERS

The district's boundaries are the Salt River to the north, South Mountain to the South, 40th St. to the East, and 35th Ave. to the West.



## 1. AMY L. HOUSTON TRANSITION SERVICE CENTER

7139 S. 10th St.  
Phoenix, AZ 85042  
602-232-4230  
School Hours: 8 a.m. - 3 p.m.

## 2. BERNARD BLACK ELEMENTARY SCHOOL

6550 S. 27th Ave.  
Phoenix, AZ 85041  
602-304-3180  
School Hours: 8:45 a.m. - 3:45 p.m.

## 3. C.J. JORGENSEN ELEMENTARY SCHOOL

1701 W. Roeser Road  
Phoenix, AZ 85041  
602-232-4990  
School Hours: 8 a.m. - 3 p.m.

## 4. C.O. GREENFIELD SCHOOL

7009 S. 10th St.  
Phoenix, AZ 85042  
602-232-4240  
School Hours: 8 a.m. - 3 p.m.

## 5. CESAR CHAVEZ LEADERSHIP ACADEMY

4001 S. 3rd St.  
Phoenix, AZ 85040  
602-232-4940  
School Hours: 8:30 a.m. - 3:30 p.m.

## 6. CLOVES C. CAMPBELL SR. ELEMENTARY SCHOOL

2624 E. South Mountain Ave.  
Phoenix, AZ 85042  
602-304-3170  
School Hours: 8:30 a.m. - 3:30 p.m.

## 7. ED AND VERMA PASTOR ELEMENTARY SCHOOL

2101 W. Alta Vista Road  
Phoenix, AZ 85041  
602-304-3160  
School Hours: 8 a.m. - 3 p.m.

## 8. IGNACIO CONCHOS ELEMENTARY SCHOOL

1718 W. Vineyard Road  
Phoenix, AZ 85041  
602-232-4250  
School Hours: 8 a.m. - 3 p.m.

## 9. IRENE LOPEZ ELEMENTARY SCHOOL

4610 S. 12th St.  
Phoenix, AZ 85042  
602-232-4920  
School Hours: 7:30 a.m. - 2:30 p.m.

## 10. JOHN F. KENNEDY ELEMENTARY SCHOOL

6825 S. 10th St.  
Phoenix, AZ 85042  
602-232-4220  
School Hours: 8 a.m. - 3 p.m.

## 11. JOHN R. DAVIS ELEMENTARY SCHOOL

6209 S. 15th Ave.  
Phoenix, AZ 85041  
602-232-4930  
School Hours: 7:30 a.m. - 2:30 p.m.

## 12. MARTIN LUTHER KING JR. ELEMENTARY SCHOOL

4615 S. 22nd St.  
Phoenix, AZ 85040  
602-232-4910  
School Hours: 8:45 a.m. - 3:45 p.m.

## 13. MAXINE O. BUSH ELEMENTARY SCHOOL

602 E. Siesta Drive  
Phoenix, AZ 85042  
602-232-4260  
School Hours: 8:30 a.m. - 3:30 p.m.

## 14. PERCY L. JULIAN SCHOOL

2149 E. Carver Drive  
Phoenix, AZ 85042  
602-232-4950  
School Hours: 8:45 a.m. - 3:45 p.m.

## 15. SOUTHWEST SCHOOL

1111 W. Dobbins Road  
Phoenix, AZ 85041  
602-232-4270  
School Hours: 7:30 a.m. - 2:30 p.m.

## 16. SUNLAND ELEMENTARY SCHOOL

5401 S. 7th Ave.  
Phoenix, AZ 85041  
602-232-4960  
School Hours: 8 a.m. - 3 p.m.

## 17. T.G. BARR ELEMENTARY SCHOOL

2041 E. Vineyard Road  
Phoenix, AZ 85042  
602-232-4900  
School Hours: 8:45 a.m. - 3:45 p.m.

## 18. V.H. LASSEN ELEMENTARY SCHOOL

909 W. Vineyard Road  
Phoenix, AZ 85041  
602-232-4210  
School Hours: 7:30 a.m. - 2:30 p.m.

## 19. VALLEY VIEW LEADERSHIP ACADEMY

8220 S. 7th Ave.  
Phoenix, AZ 85041  
602-232-4980  
School Hours: 7:30 a.m. - 2:30 p.m.

## 20. DISTRICT OFFICE

6000 S. 7th St.  
Phoenix, AZ 85042  
602-243-4800  
Hours: 7:30 a.m. - 4:30 p.m.

## 21. STUDENT SERVICES

6218 S. 7th St.  
Phoenix, AZ 85042  
602-304-3111  
Hours: 8 a.m. - 4:30 p.m.

## 22. VERNA MCCLAIN WELLNESS CENTER

1030 E. Baseline Road  
Phoenix, AZ 85042  
602-243-2620  
Hours: 6 a.m. - 3 p.m.

## 23. DR. GEORGE B. BROOKS COMMUNITY SCHOOL/CENTER OF SUSTAINABILITY

3146 E. Wier Ave.  
Phoenix, AZ 85040  
602-232-4203  
Hours: 7 a.m. - 7 p.m.

## 24. ROOSEVELT COMMUNITY TECHNOLOGY CENTER/ NEIGHBORHOOD HOUSE

6029 S. 7th St.  
Phoenix, AZ 85042  
602-276-7393







# TABLE OF CONTENTS

## INTRODUCTION/DISTRICT OVERVIEW

- Welcome to RSD (Superintendent's Message)
- Strategic Plan
- Governing Board Members
- 2022-2023 Calendar
- District Map and Directory

## STUDENT SUCCESS

<b>Academics</b>	1-3
Curriculum Overview	1
Grading	1
Homework	2
Textbooks/Workbooks/Library Books	2
Child Study Team	2
English Language Learners	2
Exceptional Student Services	3
Gifted Education	3
<b>Attendance</b>	4
<b>Technology</b>	5-7
Student iPads	5
Digital Citizenship	5
Personal Cell Phones/Electronic Devices	6
Appropriate Use of Technology and Social Media	7
<b>Social-Emotional Learning</b>	7
Social-Emotional Learning	7
Social Workers & Counselors	7
<b>Dress Code</b>	8-9
<b>Athletics</b>	9

## Family and Community Engagement

Campus Visitors and Guests .....	10
Parent-Teacher Conferences .....	10
FERPA .....	10-12
Student Records .....	12
Open Enrollment .....	12
Notice of Nondiscrimination .....	13
Preschool ChildFind .....	13
Complaints and Concerns .....	13
McKinney-Vento Services .....	13
Child Abuse Reporting   Police and DCS Investigations Community Resources .....	14

## School Operations and Safety

Arrival and Dismissal .....	15
Transportation .....	15
Child Nutrition Services .....	15
Health Office Information .....	16-18
Fire Drills and Emergency Response Plans .....	18

## Supportive School Discipline

Intro and Restorative Practices Overview .....	19-21
Code of Conduct .....	22-35
Glossary of Terms .....	36-37
Discipline for Students with Disabilities .....	38
Search and Seizure .....	38
Due Process .....	38
K-4 Suspension .....	39-40
Alternative Education Program .....	41

## FORMS

- Bullying, Harassment or Intimidation Summary Statement
- Bullying, Harassment, or Intimidation Form
- Handbook Acknowledgment Form
- iPad Agreement
- Media Release
- Tech Agreement





# STUDENT SUCCESS

In Roosevelt, we believe the success of every student includes both academic and social-emotional growth. We are committed to ensuring every school and every classroom has the time, support, and resources needed to meet the needs of all students.

## CURRICULUM OVERVIEW

Roosevelt School District has adopted curricular resources aligned to the Arizona College and Career Readiness Standards in all grade levels for English Language Arts, Mathematics, Social Studies, and Science. Additional supplemental resources are provided for English Language Acquisition, Physical Education, Art and Music. All of our adopted curricular programs are available digitally, allowing students to access and engage in authentic and innovative learning through a district assigned iPad. RSD teachers participate in professional learning communities to collaborate using data to inform instructional practices, develop instructional strategies to meet student's needs, and participate in professional development aligned to our RSD Strategic Plan.

## GRADING

Student report cards are issued three (3) times during the school year at the end of each trimester. In addition, mid-term progress reports are issued midway through each trimester.

Subjects are graded as follows:

### 4 = Advanced Level of Standards Mastery

A "4" indicates the student is working independently on above grade level concepts and skills.

Typically, this level is attained by few students.

### 3 = Proficient in Grade Level Standards Mastery

A "3" demonstrates mastery and independent application of grade level skills and concepts.

A "3" is the goal for grade level mastery and should be celebrated.

### 2 = Partially Proficient in Grade Level Standards Mastery

A "2" indicates a student has not yet mastered the standards but is showing progress toward achieving the skills and concepts for grade level mastery. Additional support from teachers and family is needed.

### 1 = Minimally Proficient in Grade Level Standards Mastery

A "1" indicates the student does not demonstrate understanding of the skills and concepts expected at the grade level. Intervention is needed from teachers and family.

Teachers also use behavior descriptors as follows:

**A = Always:** The student always demonstrates this behavior or quality.

**M = Mostly:** The student almost always demonstrates this behavior or quality.

**S = Sometimes:** The student sometimes demonstrates this behavior or quality.

**R = Rarely:** The student rarely displays this behavior or quality.

## **HOMEWORK**

Homework is a natural extension of the school day. It is intended to provide independent practice and build study skills. Teachers may assign homework daily. Please check with your child's teacher regarding the homework policy. Parents are encouraged to provide time and a quiet study area for their children to complete homework activities.

## **TEXTBOOKS, WORKBOOKS AND LIBRARY BOOKS**

Most of the textbooks students use are now in digital format and accessed through the student's district-assigned iPad. Students will be issued consumable workbooks or guided reading books for ELA and Math to be used the entire school year. Librarians will keep records of the books that are checked out by students in the library. Students will be required to pay for any textbooks, workbooks and/or library books that are lost or damaged.

## **CHILD STUDY TEAM (CST)**

Each school has a Child Study Team (CST) that meets to review individual cases of students who are experiencing challenges in academics or behavior as identified by the teacher. This identified team works together with the family to develop an intervention plan to help the student achieve success.

## **ENGLISH LANGUAGE LEARNERS**

The Roosevelt School District implements research-based models of Structured English Immersion (SEI) that offer multilingual learners intensive English-language development programs to accelerate the learning of the English language as required by Arizona Revised Statute (A.R.S.) §15-756.01.

Multilingual learners who are in the process of learning English receive coherent English Language Development (ELD) instruction that includes both high-quality integrated ELD and targeted ELD aligned with the state's English Language Proficiency Standards.

The District's ELD instruction includes:

- oral and written language instruction, including structured opportunities to develop verbal and written skills and comprehension strategies.
- access to complex language content through grade-level textbooks with appropriate supports.
- parental engagement strategies.

RSD understands multilingual learners are valuable members of our education community, and all individuals at every level within our district have an active role in ensuring the success and achievement of all English Learner (EL) students attending our schools.

## **EXCEPTIONAL STUDENT SERVICES**

Roosevelt School District offers a variety of supports and services to help students with exceptionalities. We value working collaboratively with the student, family, school personnel, community, and state agencies, when applicable, so that all students can make progress in our schools and programs.

## **SPECIAL EDUCATION**

All Roosevelt School District elementary schools and programs provide a continuum of services that align with the educational mission of the district to meet the unique needs of students with disabilities. We honor the requirements under the Individuals with Disabilities Education Act (IDEA), including following procedural safeguards to protect the rights of students and their families. Working with the student and family, eligibility is determined through a formal evaluation process that uses criteria associated with specific disabilities. Within this evaluation process, families are provided information regarding their student's eligibility.

Roosevelt School District staff convene the Individualized Education Program (IEP) team for those eligible under the IDEA. Working collaboratively with parents as partners, the IEP team reviews, and revises as needed, a plan on an annual basis to describe the specially designed instruction and related services to be provided to students to help them reach their annual goals.

If you believe your student may qualify for special education services, please contact your school's office to inquire about information on the process.

## **GIFTED EDUCATION**

Roosevelt School District offers Gifted Services for identified students. RSD screens all second grade students annually. As a parent, if you believe your student shows advanced reasoning ability or is performing significantly above grade level, you may request that your student be tested to determine eligibility. The process begins with your child's teacher, and the school gifted coordinator.

# ATTENDANCE

## DAILY ATTENDANCE

Consistent attendance is critical to a student's success. In order to ensure that a student's attendance record is accurate, parents must call the school when their child is absent. Students in the Roosevelt School District are expected to attend school daily. If you are encountering challenges that impact your child's attendance, please contact the school for support.

## TARDIES

Every minute out of school is lost learning time for a child. In addition, students arriving late to school may disrupt the learning time of their classmates. In order to make up for missing work or catch up on learning, students who are late to school may lose privileges or recess time during the school day.

State Statute ARS § 15-803 – School attendance; exemptions; definitions

It is unlawful for any child between six (6) and sixteen (16) years of age to fail to attend school during the hours school is in session, unless excused pursuant to section ARS § 15- 803.

A child who is habitually truant or who has excessive absences may be adjudicated an incorrigible child. Absences exceeding 10% (18 days) of the required attendance days will be considered as unexcused absences as prescribed in section ARS § 15-803, subsection B, paragraph 1.

As used in this section:

- "Habitually truant" means a truant child who is truant for at least five (5) school days unexcused, within a school year.
- "Truant" means an unexcused absence for at least one (1) class period during the day.
- "Truant child" means a child who is between six (6) and sixteen (16) years of age and who is not in attendance at a public or private school during the hours that school is in session, unless excused as provided by this section.

## C.U.T.S (Court Unified Truancy Suppression)

In order for students to focus on learning, Roosevelt School District expects students to be in school. The CUTS Program provides schools with a protocol, forms and support from the juvenile probation department. The protocol encourages the school to work with students exhibiting truant behavior via letters and conferences. If these attempts prove to be unsuccessful, the school then initiates a **DIRECT-CITE** Truancy Citation to the student with a hearing scheduled at the Juvenile Court Facility. Students who are truant for nineteen (19) days unexcused or more will be cited by attendance clerk. As part of this citation process, both the parent(s) and the student will be required to attend a hearing with a probation officer from the Juvenile Court Center. The student and the parent will be assessed one or more of the consequences listed below:

- Assessment Fee of \$50;
- Mandatory education session for students;
- Mandatory education session for parents; and
- Community service hours for students.



# TECHNOLOGY

## STUDENT IPADS

Roosevelt School District is proud to use Apple technology on all our campuses. To support fair and equitable learning, each child is equipped with an iPad device to use both at home and in the classroom. In the 21st Century, technology is necessary to support our students with skills to enhance the educational experience. In RSD, our primary goal is to ensure all students are successful.

Providing an iPad device to each child comes with certain obligations and responsibilities. Most importantly, regardless of where students use their devices (at home, school, or the park), they must be responsible digital citizens. All students must follow the requirements outlined in the RSD District's Acceptable Use Policy. Students may lose access to their devices or be subject to other disciplinary action if they do not act in a safe, respectful, and responsible manner while using an iPad device.

During the academic year, students will engage in digital literacy learning and application through discovery, collaboration, and creation. Making digital tools accessible, flexible, and individualized is imperative for every student. Providing our students rich, diverse learning experiences is critical. Ongoing personalized professional learning for teachers will strengthen high quality instruction and provide a relevant experience for each of our learners. Engaged students support a thriving digital community to foster a pipeline to high school, college, and/or career.

## DIGITAL EQUIPMENT

Each student will receive the following items and accessories when enrolled in RSD:

- iPad - transported daily between home and school.
- Charging Cord - used to charge the iPad as much as necessary for learning.
- Protective Case - used to transport iPad at all times.

## STANDARD DIGITAL CITIZENSHIP

**iPad Care** - Each student is responsible for the overall care of his or her iPad, charging cord, and protective case. Damaged or malfunctioning iPads are to be taken to the school office as soon as possible to be evaluated for repair. Please keep from attempting to fix technology or take it to an outside vendor for any type of repairs or maintenance.

**iPad Storage** - Store iPads in the district provided protective case and in a safe place where the student can monitor the device at all times. Technology should never be left in a car, exposed to excessive heat or cold temperatures. Essentially, iPads should never be left unsupervised.

**Filtering** - To ensure safe and healthy online experiences for students, partnerships with families and community members are necessary. Along with teaching student digital citizenship skills, we also filter the internet searching within the district community both on- and off-site. web filtering allows for appropriate websites to be accessed. RSD regularly updates the filter, but if inappropriate material bypasses the firewall, report information to your school's administration immediately. Keeping students safe is our priority and we make the necessary changes to remove this material.

**Parental Usage** - We encourage parents/guardians to actively monitor and supervise students as they use the iPad at home. Parents' usage of the student devices to communicate with teachers and school officials, check and monitor grades, and assist students with assignments is encouraged.

## DAMAGED, LOST, OR STOLEN DEVICES

RSD understands that accidents may happen with devices. If a student damages a device due to lack of proper care or intentional misuse, the student's family will be responsible for the cost of device repair or replacement.

For your convenience, the RSD School Board approved the following damage/theft fee schedule:

Item	Price
Broken Keyboard	\$50
Lost Cord	\$50
Cracked Screen	\$50
Broken Case	\$70
Neglect/Water Damage	\$400
Theft or Loss	\$400

If an iPad is stolen, the student's family must submit a police report number to the school principal within 48 hours of discovering the theft. The student's family will be held responsible for replacement cost of the lost/stolen iPad.

Our devices are equipped with trackable software (GPS location) that can be enabled if a device is lost or reported as stolen. The software is activated when:

- Requested by school administrator, in most cases, because the device has been lost on campus.
- The guardian reports the device as lost or stolen to the school administrator.

If the device is lost or damaged beyond repair, RSD will charge the student's family based on the replacement cost of \$400.

Lastly, we strive to provide an environment where every student feels safe, respected, and welcomed while using technology in RSD. Our goal is to ensure every child has equal access to materials and learning is fair for all learners. Technology serves as a tool to enhance the educational experience. For any reason if you should have questions about our 1:1 Apple iPad initiative, feel free to contact Dr. Richard K. Ramos at **[richard.ramos@rsd66.org](mailto:richard.ramos@rsd66.org)**.

## PERSONAL CELLPHONES AND ELECTRONIC DEVICES

Many parents choose to have their child carry a cellular phone or other electronic devices (such as an Apple watch or Fitbit) as a means of before and/or after school communication and for safety purposes. Electronic devices can be disruptive in an educational environment, but may also be used to enhance instruction. If parents have decided that it's necessary for a child to carry a cell phone or electronic device, parents and students must be aware of the following:

Roosevelt School District Policy (ECAD) states that the District does not assume responsibility for the loss of, or damage to, personal property. If your child has a cell phone or electronic device on campus or on the bus and it is damaged or stolen, we will not be able to utilize administrative time to investigate the incident, nor will the District be able to take any financial responsibility for the cell phone or cell phone charges.

## **PERSONAL CELLPHONES AND ELECTRONIC DEVICES (CONT.)**

Cellular phones must be turned off and kept in backpacks at all times on campus, except for prior to the ringing of the first bell for the start of the instructional day and after the ringing of the last bell for the end of the instructional day. This exception does not apply if the student is on the school bus. When appropriate, cell phones and other electronic devices may be used during the school day as permitted by the school. If these rules are not followed, the cell phone may be confiscated and kept in the front office to be picked up after school by a parent or guardian.

Please assist us in keeping our learning environment free from distractions. When it is necessary for a student to contact you during the day, we have telephones available in classrooms and in the office. If it is necessary for you to get an important message to your child during the school day, you may contact the school office and our staff will relay the message to your child.

## **APPROPRIATE USE OF TECHNOLOGY AND SOCIAL MEDIA**

At all times on all campuses, the use of technology (both district and personal devices) should be for academic purposes and/or supporting a positive and inclusive learning environment where all students feel safe. This includes being respectful of others' privacy and not promoting negative behaviors through the use of technology or social media while on campus.

# **SOCIAL-EMOTIONAL LEARNING**

Social- Emotional Learning (SEL) is how we support the development of the whole person which includes the mental, social, emotional, and physical well-being that is rooted in community, culture, and inclusion. The SEL department includes social workers, counselors, and school health staff.

Our goal is to promote social-emotional growth and academic success for all students by ensuring that there are no barriers to learning. In addition to the social-emotional practices in place in every classroom, below is a list of some of the resources and services provided at each of our campuses:

- Prevention, intervention, and crisis response
- Community Service Referrals
- Individual and small group counseling (recognize and manage emotions, empathy towards others, social skills, decision making skills)
- Food and clothing distribution
- Vaccinations events
- Hearing and vision screening
- Individualized health plans

For information regarding the Social-Emotional Learning Department, please contact the Director of SEL, Meleika Wadley at 602-243-2602 or [meleika.wadley@rsd66.org](mailto:meleika.wadley@rsd66.org).

# DRESS CODE

All schools in the Roosevelt School District require students to wear a uniform every day, unless on approved spirit days or by permission of the school principal. Days where a uniform is not required are referred to as “Dress Down” or “Free Dress” days.

## UNIFORM DRESS CODE

Each school has designated colors for tops and bottoms. In addition, schools have resources to assist families in obtaining appropriate uniforms for their children.

Tops must:

- Have a lay-down collar with sleeves (long or short).
- Cover the student’s mid-section and be long enough to be tucked in.
- Be solid-colored and made of non-see-through material.
- Be free of holes larger than a pencil eraser.

Bottoms must:

- Fit appropriately – not too tight or too loose.
- Be no shorter than 3 inches above the student’s knee.
- Free from holes larger than a pencil eraser.
- Sit at the waist and cover the student’s underwear at all times.
- Have a functional zipper and buttons, snaps or hooks (no sweatpants or leggings)

Additional:

- Sweatshirts or hoodies can be worn as long as an appropriate uniform top is worn underneath.
- Belts must be worn if pants cannot remain at the student’s waist.
- Shoes must have a closed toe and heel. Athletic shoes are recommended for all students.
- Shoes must remain tied at all times.
- Earrings are allowed but must be appropriate and safe for school.
- Hats or non-religious head coverings, including hoods, should not be worn indoors.

## DRESS DOWN AND FREE DRESS DAYS:

Many schools have regular school spirit days where participating students are not required to wear their uniform. Each school will publish specific guidelines for these days.

Tops must:

- Have sleeves (long or short). Tank tops may be permissible during certain special events.
- Cover the student’s mid-section at all times.
- Be free of holes larger than a pencil eraser.
- Be made of non-see-through material.

Bottoms must:

- Fit appropriately – not too tight or too loose.
- Be no shorter than 3 inches above the student’s knee.
- Free from holes that expose the student’s underwear.
- Sit at the waist and cover the student’s underwear at all times.
- Have a functional zipper and/or buttons/snaps/hooks.



## DRESS DOWN AND FREE DRESS DAYS (cont.)

### Never Allowed:

- Gang-identifying clothing
- Hate speech, profanity, or nudity
- Images or language depicting alcohol, drugs, drug paraphernalia, weapons or any illegal item or activity
- Violent images or language

## FIELD TRIPS

Field trips are unique opportunities to expand learning beyond the classroom. Families will be notified in advance of any planned field trip. Field trip permission slips will be sent home stating the destination, time and purpose of the proposed trip. These forms must be returned to the school in order for a student to participate in the trip.

Parents or guardians may be invited to attend the trip as a chaperone. Chaperones will be asked to be screened through the school's Raptor Visitor Management System and will not be permitted to bring any additional children other than the ones scheduled to attend the field trip.

# ATHLETIC PROGRAMS

Roosevelt School District believes strongly in the value of participating in athletics. One of the most valuable outcomes is the mental, physical, and social development of the students who represent Roosevelt School District through athletics.

Roosevelt School District offers after school sports programs for both boys and girls in sixth (6th) through eighth (8th) grades. Participation in athletic programs is a privilege. It is crucial to have good representatives who are leaders both on campus and in the community. In order to participate in sports, students must be making progress in all classes. Roosevelt School District complies with state statute regarding **no pass, no play**. Students and parents need to refer to the athletic handbook for further policies and regulations.

**Scan QR code to view our Sports Handbook in English and Spanish:**



# FAMILY AND COMMUNITY ENGAGEMENT

The Roosevelt School District highly values our families and the greater South Phoenix community. As our vision states, we are a community united to create better futures for all through education.

## CAMPUS VISITORS AND GUESTS

We welcome visitors to all Roosevelt District schools and value partnerships with our families and community. For the safety of our students, all visitors must respect the campus's visitor guidelines and procedures. This includes signing in at the front office, providing identification when requested, wearing a visitor's badge, and following the direction of school staff regarding entering campus. Roosevelt schools utilize the Raptor Visitor Management System, which screens all visitors through the sex offender database and student information system to ensure they are safe to be on campus.

If a parent/guardian intends to visit their child's classroom, it is recommended that they arrange their visit with the teacher or school office staff at least 1 day in advance in order to ensure there are no conflicts. Visitors who are not a listed parent or guardian must have the permission of the school principal prior to entering campus.

## PARENT-TEACHER CONFERENCES

During the school year, specific dates have been set aside for parents to schedule official conferences. Specific dates can be found on the district calendar. Roosevelt teachers will be happy to discuss your child's progress whenever you feel it is necessary. Please contact your child's teacher or the school office staff in order to set up an appointment.

## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) AND DISCLOSURE OF STUDENT INFORMATION

The Family Educational Rights and Privacy Act (FERPA) affords parents, and students over eighteen years of age (eligible students), certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within forty-five (45) days of the day the district receives a request for access. Parents or eligible students should submit to the school administrator a written request that identifies the record(s) they wish to inspect. The school administrator will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask Roosevelt School District to amend a record that they believe is inaccurate or misleading. They should write to the school administrator, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) & DISCLOSURE OF STUDENT INFORMATION (cont.)**

district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; or a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. Non- custodial and divorced parents have equal rights relating to student records unless the school has been provided a court order to the contrary. Certain student education records are considered "directory information," including the following: student's name, mailing address, e- mail address and telephone number; names of the parents; address and telephone number of the parents; date and place of student's birth; class designation (grade level, etc.); extracurricular participation; weight and height if a member of an athletic team; enrollment dates; awards received; and photograph.

The District hereby elects to refrain from designating any personally identifiable information contained in a student's education records as "directory information" In addition, the district must comply with a request by a military recruiter or an institution of higher education for a secondary student's name, address and telephone number unless the parent or eligible student has opted out of providing such information by giving written notice to the district that such information should not be made public without prior consent.

The Family Educational Rights and Privacy Act (FERPA) affords outside agencies certain rights with respect to the student's education records. They are:

1. The Family Educational Rights and Privacy Act (FERPA) prohibits a school from disclosing personally identifiable information from students' education records without the consent of a parent or eligible student, unless an exception to FERPA's general consent rule applies. In some emergency situations, schools may only need to disclose properly designated "directory information" on students that provide general contact information. In other scenarios, school officials may believe that a health or safety emergency exists and more specific information on students should be disclosed to appropriate parties. Understanding the options available under FERPA empowers school officials to act quickly and decisively when concerns arise. FERPA is not intended to be an obstacle in addressing emergencies and protecting the safety of students.
2. Under this health or safety emergency provision, an educational agency or institution is responsible for making a determination whether to make a disclosure of personally

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) & DISCLOSURE OF STUDENT INFORMATION (cont.)**

identifiable information on a case-by-case basis, taking into account the totality of the circumstances pertaining to a threat to the health or safety of the student or others. If the school district or school determines that there is an articulable and significant threat to the health or safety of the student or other individuals and that a party needs personally identifiable information from education records to protect the health or safety of the student or other individuals, it may disclose that information to such appropriate party without consent. 34 CFR § 99.36. This is a flexible standard under which the Department defers to school administrators so that they may bring appropriate resources to bear on the situation, provided that there is a rational basis for the educational agency's or institution's decisions about the nature of the emergency and the appropriate parties to whom information should be disclosed. We note also that, within a reasonable period of time after a disclosure is made under this exception, an educational agency or institution must record in the student's education records the articulable and significant threat that formed the basis for the disclosure and the parties to whom information was disclosed. 34 CFR § 99.32(a)(5).

### **STUDENT RECORDS**

A student's educational records are located in the student file, which consists of two (2) major areas:

1. Permanent records (e.g., grades, attendance, health records); and
2. Discipline records

A student's educational records will be forwarded to any school that requests those records if the student seeks or intends to enroll in that school. The records will be forwarded to schools both inside and outside of the district. Student's disciplinary records with respect to any suspension or expulsion, as required by state and federal law, will be included.

**Destruction of Educational records:** The district destroys all psychological and special education records of students five (5) years after those students have been removed from special education, have been withdrawn from the district, or have graduated. The parent or emancipated student may obtain these records, rather than having them destroyed, by submitting a written request to the Roosevelt School District.

### **LEGAL DECISION MAKING**

In cases where a student's parenting plan affects the district, the school will follow the most recent court order on file with the district. It is the responsibility of the persons who have legal decision making to provide the district with the most recent court order. Schools should not be placed in the middle of disputes regarding parenting time and parenting plans.

### **OPEN ENROLLMENT**

All Roosevelt schools welcome students from out-of-area provided there is space available in classrooms or specialized programs. As part of the Open Enrollment process, the family and student agree to the following:

- Prompt and regular school attendance
- Adherence to district and school rules
- Safe and appropriate transportation to and from school provided by the family



## **OPEN ENROLLMENT (cont.)**

Current capacities of a school's classrooms and specialized programs can be found on the Roosevelt School District website, along with Open Enrollment resources.

## **NOTICE OF NONDISCRIMINATION**

The Roosevelt School District does not discriminate on the basis of race, color, national origin, sex, age or disability in admission or access to, or treatment or employment, in its educational programs or activities. Inquiries concerning Title VI, Title VII, Title IX, Section 504, and the Americans with Disabilities Act may be referred to the:

Office for Civil Rights  
US Department of Education  
1244 Spear Boulevard  
Denver, C.O. 80204

## **PRESCHOOL CHILDFIND**

If you think your preschool-age child may have speech or other delays, please call 602-243-4866 to make an appointment for screening. Children as young as age 2 and a half years old may participate in hearing, vision and developmental screening to determine if further evaluation is necessary. Eligible children identified with significant delays will be offered enrollment in free special education programs located throughout the district.

## **CONCERNS AND COMPLAINTS**

Roosevelt School District believes in partnering with families to address concerns and solve problems. When issues cannot be resolved informally, families are encouraged to contact the school and schedule an appointment to meet with an administrator. Having a scheduled meeting ensures that the appropriate amount of time is protected for a productive conversation.

In the event that the concern cannot be resolved by the school, the Roosevelt School District has a formal complaint process in place. Families can call or visit the district office or visit their child's campus to obtain a Parent and Community Complaint Form. Completed forms can be emailed or hand-delivered to the district office, where the formal complaint process will be initiated. Whenever possible, the first step in the formal resolution process will be with the school or department where the complaint originated. This allows the people most directly involved in the situation to be part of the resolution.

## **MCKINNEY-VENTO HOMELESS ASSISTANCE**

The McKinney-Vento Homeless Education Assistance Improvement Act of 2001 defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. Eligible students may qualify for certain rights and protections under the federal McKinney-Vento Act.

## **MCKINNEY-VENTO HOMELESS ASSISTANCE (cont.)**

In the Roosevelt School District, we are committed to supporting all students, including students and families experiencing homelessness. Roosevelt provides an educational environment that treats all students with dignity and respect. Every student experiencing homelessness shall have access to the same free and appropriate educational opportunities as students who are not homeless. We work diligently to ensure students have everything they need to be successful and strive to eliminate barriers.

If you believe your student may be eligible or are in need of assistance, please contact our District McKinney-Vento coordinator at 602-243-4834.

## **CHILD ABUSE REPORTING**

State law requires all employees who, when acting in the scope of their employment, develop a reasonable belief that a child is or has been a victim of child abuse to immediately report it to the Arizona Department of Child Safety (DCS) or police. Reports of child abuse are confidential records.

## **LAW ENFORCEMENT AND ARIZONA DEPARTMENT OF CHILD SAFETY (DCS) VISITS**

There may be a time when a law enforcement officer or Department of Child Safety official may ask to interview a student at school. If the purpose of the interview is to investigate child abuse or neglect, the school cannot notify the parent without law enforcement or DCS authorization. In all other cases, the school will make reasonable efforts to notify the parent. After reasonable efforts to notify the parent, the school will allow the interview unless the student does not wish to be interviewed or wishes to first speak with the parent. If the officer or DCS official wishes to take a student into custody, the school must comply with the request. The school will notify the parent unless they have directed the school to refer the parent to law enforcement or DCS.

# SCHOOL OPERATIONS AND SAFETY

Safe, secure, and responsive school campuses are critical in ensuring that high levels of learning can happen every day.

## ARRIVAL AND DISMISSAL

All schools within the Roosevelt School District have open and closing times in which students and visitors are allowed on campus. To emphasize the importance of student safety and accountability, it is imperative to become familiar with your child's arrival and dismissal times and practices.

We strongly encourage parents and legal guardians to schedule a morning drop-off time so that your child has sufficient time to eat breakfast and get organized before the school day begins. As we aim to ensure student safety, please do not drop off students prior to the time campus opens or at a time or location where there is not staff supervision.

To ensure appropriate supervision, students must be picked up from school within 15 minutes of the dismissal time. Walkers are encouraged to walk straight home. It is only during specific events to include but not limited to tutoring, scheduled conferences, sports, etc., that approved exceptions may occur for students to be on school grounds.

## TRANSPORTATION

Roosevelt School District takes pride in serving the community through safe and supportive student transportation. Students should be aware that it is a privilege to ride the school bus and are expected to respect the bus driver and rules at all times. School bus routes are accessible by visiting [rsd66.org/schools/bus-routes](https://rsd66.org/schools/bus-routes) or by calling the school office.

Students should arrive at their assigned bus stop 5-10 minutes early. While waiting for the bus, students are reminded to remain on the sidewalk or off the street and to be respectful to each other and their neighborhood. In addition, students should follow the direction of the bus driver at all times, including boarding and unloading from the bus. The district is unable to provide supervision at bus stops. Families are encouraged to wait at the bus stop with their children.

## CHILD NUTRITION SERVICES

The Child Nutrition Services Department plays an important role in your student's education by providing access to healthy, well-balanced meals to all students free of charge. All students in the Roosevelt School District are served breakfast and lunch for free, regardless of income. The Child Nutrition Services Department strives to provide a positive experience for all customers by serving safe, nutritious, quality meals while encouraging students to develop life-long skills and knowledge to make healthy food choices.

Special diet requests can be turned in to your school nurse. Menus can be accessed on the district website. Child Nutrition Services is hiring for kitchen assistants and other positions throughout the year. Check out the district website for open positions and to apply.

For more information, please call 602-243-4814.

## HEALTH OFFICE INFORMATION

It is the mission of your school's health office staff to keep students healthy and in school. The following information is important for all families to review:

### General Information

Please notify the health office if your child has a health problem. School staff will make every effort to comply with physicians' recommendations. In order to protect students from the spread of disease, please keep your child home if the following symptoms are present: nausea and vomiting, elevated temperature, red or inflamed eyes. Please do not send your child to school when they are ill. Any student with a temperature of 100.40 degrees or higher may not attend school. Children may not return to school until they are fever-free for twenty-four (24) hours without the use of medication.

If the health office staff member determines that a student is too ill to remain at school, a parent or guardian is notified and required to pick up the child. If they cannot reach the parent, they will contact the person who is listed on the emergency form to pick up the child. No child who is sick will be allowed to walk home, even with parental permission. Children are allowed to be picked up only by adults who are listed as emergency contacts.

Please inform the school immediately of any phone number or address changes and new emergency contact numbers.

### Medications

Health office staff administer over-the-counter and prescription medication in accordance with Roosevelt Governing Board Policy. The following is required:

- Prescription medication must be in its original prescription container and labeled by the pharmacist.
- Over-the-counter medication must be in the original factory container with all warnings and directions intact. Many pharmacies provide home and school medication containers when requested. Medications stored in an envelope, foil or baggie will **not** be accepted.
- The parent or guardian must complete a form giving permission for medication to be administered at school. The form must contain the following information:
  - Student's name, grade, teacher, school, name of the medication, dosage;
  - Time medication should be given, route, reason it is to be administered; and
  - Date(s) to be administered.
- All medications should be brought to the health office and picked up from the health office by an adult. Students should not carry medications to and from school.
- When a physician feels it is necessary for a student to carry and self-administer an inhaler, the physician shall provide written orders that will be attached to the signed parent permission form (7th and 8th grade students only).
- Acetaminophen will not be routinely dispensed to students during the first and last hours of the school day in order to minimize the possibility of drug overdose.
- A doctor's note shall be submitted to the health office staff for administration of non-prescription medications beyond a three (3) consecutive day period. This is to ensure that use of over-the-counter medication is not masking the symptoms of a serious health condition.



## **Pinkeye**

Pinkeye (conjunctivitis) is a bacterial or viral eye infection. Symptoms include watering, irritation and redness of the white part of the eye and/or the lining of the eyelids, swelling of the eyelids, sensitivity to light and a pus-like discharge. Pinkeye is easily spread from person to person by contact with discharges from the infected person's eyes. When a child is sent home because of pinkeye symptoms, we encourage the parent or guardian to call a doctor and report the symptoms. The doctor will decide if an antibiotic medication is necessary. If medication is prescribed, the child may return to school after using the medication for twenty-four (24) hours.

## **Lice**

A student who is suspected to have live head lice will be sent to the health office for confirmation. Indications a staff member may use to send a child to the health office include excessive itching and/or seeing live bugs. If live lice are present, parents will be notified and advised to begin appropriate treatment immediately. Successful treatment should kill all crawling lice.

Before returning to their class, students must be seen by the health professional to verify that treatment has been given and that there are no live bugs. Health professionals may send the student home if live bugs indicate the treatment did not work. RSD is abiding by guidelines published by the Center for Disease Control. RSD policy may change to reflect CDC guideline changes:

**[cdc.gov/parasites/lice/head/schools.html](https://cdc.gov/parasites/lice/head/schools.html)**.

Please contact your school health professional for information on products to use for treating and killing live lice and/or if you have any lice related questions.

## **Health Screening Programs**

- Hearing tests are given to selected groups of students per Arizona mandate under the guidelines of the Arizona Department of Health Hearing Conservation Program.
- Vision tests are given to selected groups of students per Arizona mandate.

## **Immunizations**

The school maintains health records on each child. An immunization record for school attendance must be completed and current before a youngster can be enrolled. Arizona Law ARS § 15-872 requires that complete, up-to-date records, including the month, day and year of the child's immunizations, be furnished by the parent or guardian prior to school attendance.

Parents or guardians are asked to inform health services personnel at their child's school of any immunizations received during the year so that the school records can be kept up-to-date.

Arizona Law ARS § 15-872 provides exemptions from immunization requirements for the following:

- Medical reasons - permanent;
- Medical reasons - temporary;
- Personal Beliefs; and
- Documentation of adequate immunity.

**Immunizations (cont.)**

Although the law allows exemptions, the county health department may tell the school in the case of an outbreak of any of the diseases covered by the required immunizations, to exclude a non-immunized child from school for the duration of the outbreak.

**High Heat Advisory**

During a High Heat Advisory, student recess may be adjusted to ensure student health and safety. Students are encouraged to bring water bottles and drink plenty of water on high heat days.

**FIRE DRILLS AND EMERGENCY RESPONSE PLANS**

Student safety is always the top priority at all schools in the Roosevelt School District. Schools conduct regular safety drills, including fire drills and lockdown drills, to ensure that all students and staff know how to respond in an emergency. In addition, every school has a detailed Emergency Response Plan that is updated annually. All staff are trained on the details of these plans.

# SUPPORTIVE SCHOOL DISCIPLINE

## SUPPORTING YOUR CHILD'S WELL-BEING AND SUCCESS

RSD believes our students succeed when they feel engaged and supported in safe, caring, and inclusive learning environments.

To support our students' wellbeing and overall success, our schools develop positive relationships among all members of a school community and establish clear expectations and agreements for how all members of our school communities treat each other and want to be treated as they engage in purposeful, challenging, and exciting teaching and learning opportunities throughout the day.

In keeping with our core values of equity, excellence, kindness, trust, and inclusion, we are committed to addressing students' behavioral, social, and emotional needs with compassion, guidance, and learning. Our schools establish a multi-tiered system of support to foster students' development of the social and emotional skills needed to succeed academically, socially, and civically.

## STUDENT CODE OF CONDUCT

Our district's approach to student well-being and success, enacted through our Student Code of Conduct, supports efforts to cultivate positive school relationships and to develop and nurture positive school behavior.

Our Code of Conduct details the behavioral, social, and emotional supports offered to all students to achieve success. It provides clear expectations and support for creating the conditions at every school campus to:

- a) develop, sustain, and restore positive relationships at every level of the school community;
- b) cultivate and reinforce positive behavior; and
- c) apply rules consistently, fairly, and without bias to help all students succeed.

The RSD Student Code of Conduct is governed by ARS § 15- 341. This policy guides and supports positive student behavior when the student is:

- 1) attending school;
- 2) on school grounds or at a school-sponsored event;
- 3) traveling to or from school or a school-sponsored event; or
- 4) engaged in problematic conduct that is in any other manner school-related or affects the operation of the schools.

The Code of Conduct outlines the expectations for positive student behavior and the range of interventions and consequences extended to students whose behaviors impede their school success – whether in person or virtually. The Student Code of Conduct also sets forth the due-process rights extended to students who engage in various types of challenging and/or disruptive behaviors.

## RESTORATIVE PRACTICES: ADDRESSING DISCIPLINE AS LEARNING

All children make mistakes, academically and behaviorally. When children make mistakes that involve behaviors prohibited by our Code of Conduct, we treat those mistakes in the same way we treat academic mistakes – as opportunities for learning. To help children learn from their behavioral mistakes and to take responsibility for any harm they have caused, to others or to their learning community, RSD engages in Restorative Justice practices.

What are Restorative Justice practices?

A restorative justice approach focuses on three things:

1. Building authentic **relationships** and a sense of **connection** and **community** that help all students feel like they **belong** to their school community, and that serves to proactively **prevent** conflict and harmful behavior;
2. When problematic behaviors arise that do cause conflict and harm, engaging in **restorative conversations** between the person or community that was harmed and the person whose behavior caused the harm;
3. Through restorative conversations, coming to an **understanding** of the harm that was caused, and helping the person who caused the harm to accept **responsibility** and work to **repair** the harm they caused – in other words, to help the child who made the mistake **learn** from their mistake, take **responsibility** for their actions, and try their best to **repair** the harm their behavior caused, **repair** relationships, and **reconnect** and **reintegrate** back into their school community.

Engaging in these types of restorative practices does not ask the student to “take the punishment,” but rather helps the student who made the mistake learn from their mistake and ensure that they “**take responsibility**” by making amends to the person or community harmed. By **empowering** our students to be responsible for their own actions and the impacts of those actions, restorative justice offers students a means to **rebuild their dignity through taking responsibility and fixing the consequences of their mistake**.

### Additional Considerations

We are committed to addressing student behavior with the instructive and restorative approach described above. A combination of restorative interventions and/or consequences will be assigned to any student who engages in behavior prohibited by the RSD Student Code of Conduct. The goal of assigning interventions and consequences is to address the impact and root-cause(s) of behavior, restore relationships that have been harmed, and support students to learn and grow from their mistakes. Interventions include skill-building interventions, counseling, behavior contracts, service-learning options, restorative conferences, and restorative mediations. Consequence responses include detention, temporary removal from the classroom, skill-building in-school suspension, off-campus suspension if necessary for safety or to maintain normal operation of the school, and referral to temporary alternative placement in the Success Academy at Amy Houston.

### **Additional Considerations (cont.)**

Severe behavior incidents that threaten student or staff safety or severely disrupt the educational process will be addressed with appropriate measures to ensure safety, but still within a restorative approach that seeks to minimize the incidence's impact and likelihood of recurrence. In the most severe cases, there can be a referral to an appropriate law enforcement agency if required by state statute. In all cases, we will work to repair the harm caused and address the underlying needs of all those involved.

### **In response to a Student Discipline Referral, students and families can expect the following actions:**

1. A documented restorative conversation between a staff member and/or administrator and the student(s), regarding the incident that occurred.
2. A reasonable effort to contact the parent/guardian to discuss the behavior incident and anticipated next steps (e.g., gather additional information, assign intervention and/or consequence).
3. An appropriate and timely intervention and/or consequence assigned with the goal of supporting student learning, changing behavior, and addressing the impact of the behavior. Interventions and consequences are assigned as appropriate, based on the impact and severity of the behavior incident.
4. If a behavior incident is deemed high impact (severe, multiple) to the school community, a more serious consequence may be assigned. More serious consequences shall only be assigned with the approval of the Director of Leadership and Learning or designee.
5. A notification to Parent or Guardian of any additional information and intervention(s) and/or consequence(s) assigned.

Throughout the school year, you will have the opportunity to meet with other parents and your school administrators to provide any thoughts, questions, and input you may have about our code of conduct and our school discipline policies and approach.

# STUDENT CODE OF CONDUCT

## Dress and Attendance

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Dress and Appearance:</b> A student's dress and appearance cannot present health or safety problems or cause a disruption of educational activities.</p> <p>* Schools may or may not have, or be able to provide, garment replacements. Parents may be contacted to bring a change of clothing.</p> <p><b>Unexcused absence:</b> An absence in which the student is out of school or class that does not qualify as excused. When a parent or guardian does not call in to report an absence the absence will be marked unexcused. The principal can determine or change the absence from unexcused to excused or from excused to unexcused.</p> <p><b>Tardy:</b> Arriving at school or class after the scheduled start time.</p> <p><b>Leave Campus/School Grounds Without Permission:</b> Leaving school grounds during regular school hours without permission of the principal or principal designee.</p>	<p><b>DRESS CODE FIRST INCIDENT:</b></p> <ul style="list-style-type: none"> <li>• Temporary removal from classroom to change into items acceptable by student dress code policy.</li> </ul> <p><b>DRESS CODE MULTIPLE INCIDENTS:</b></p> <ul style="list-style-type: none"> <li>• Parent/Student/Administrator Conference</li> </ul> <p><b>ATTENDANCE:</b></p> <ul style="list-style-type: none"> <li>• Attendance Contract</li> <li>• Skill-building Interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Detention</li> <li>• Incidents of Dress Code and Attendance are not eligible for suspension</li> </ul>

## Disruptive Conduct

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Classroom Disruption:</b> Engaging in behavior that causes an interruption or interference in a class or activity. (e.g., sustained loud talk, yelling, or screaming; horseplay or roughhousing; sustained out-of-seat behavior; using the functions/settings of a virtual learning platform to interrupt instructional activity).</p> <p><b>Defiance of Authority:</b> Failing to follow a reasonable request from school and District employees; engaging in refusal to follow directions.</p> <p><b>Obscenity:</b> Engaging in the use of profanity or defamatory or obscene language or gestures in oral, visual, or written form or knowingly distribute defamatory or obscene materials including, but not limited to, racial or sexual epithets.</p>	<ul style="list-style-type: none"> <li>• Restorative Conversation</li> <li>• Restorative Circle</li> <li>• Conference with parent/guardian</li> <li>• Counseling</li> <li>• Service Learning</li> <li>• Support Group</li> <li>• Behavior Contract</li> <li>• Skill-building Intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Detention</li> <li>• Temporary removal from classroom</li> <li>• Skill-building in-school suspension up to three (3) days</li> </ul>



## Inappropriate Conduct

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Lying:</b> Making an untrue statement with intent to deceive or create a false or misleading impression.</p> <p><b>Inappropriate Public Display of Affection:</b> Inappropriately displaying affection or intimate behaviors.</p>	<ul style="list-style-type: none"> <li>• Restorative Conversation</li> <li>• Restorative Circle</li> <li>• Service Learning</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Detention</li> </ul>

## Gambling and Academic Misconduct

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Gambling:</b> Playing games of chance for money; betting a sum of money or other items to which value has been assigned.</p> <p><b>Cheating*:</b> Depriving of something valuable by the use of deceit or fraud and/or influencing or leading by deceit or trick; an act of dishonest or unfairness in order to gain an advantage, specifically in a school related or examination or to misrepresent one's actual knowledge or abilities.</p> <p><b>Forgery*:</b> Falsely and fraudulently making or altering a document with the intent to defraud.</p> <p><b>Plagiarism*:</b> Failure to properly acknowledge the source(s) of data, an idea, or language with the intent to misrepresent information or words of another as one's own.</p>	<ul style="list-style-type: none"> <li>• Restorative Conversation</li> <li>• Restorative Circle</li> <li>• Service Learning</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Restitution</li> <li>• Detention</li> <li>• Skill-building in-school suspension up to three (3) days</li> </ul>

\* In addition to disciplinary action, and based on the severity and impact of the incident, students may face academic sanctions. This may include but is not limited to, receiving a zero on an assignment.

## Transportation

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Transportation Rules:</b> Violating the policies of the Roosevelt Student Code of Conduct during transport to or from school or school-sponsored events while in a district bus or vehicle.</p>	<ul style="list-style-type: none"> <li>• Service Learning</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Restitution</li> <li>• Detention</li> <li>• Temporary loss of privileges**</li> <li>• Skill-building in-school suspension up to three (3) days</li> </ul>

\*\*Temporary loss of privilege may include loss of privilege of riding district transportation for a specified amount of time to and from school.

# Technology

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Improper Use of Technology:</b> Improperly using computers, network infraction, telecommunication device or any other technology may include, but is not limited to, any of the following:</p> <ul style="list-style-type: none"> <li>• Using a school computer or device in any way to gain access to or share obscene materials</li> <li>• Allowing obscene material to remain on computer or device without immediate notification to appropriate school personnel</li> <li>• Providing or using another student's computer identification number and password</li> <li>• Inappropriately using a school computer identification number and password while off school premises</li> <li>• Entering into school's computer directories, files or programs without written authorization from appropriate school personnel</li> <li>• Copying computer software from the school's computer system</li> <li>• Sharing suggestive shortcuts or links that breaches sensitive information or intentionally compromises the security of district network(s) or servers.</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Conversation</li> <li>• Service Learning</li> <li>• Behavior Contract</li> <li>• Skill-building interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Restitution</li> <li>• Detention</li> <li>• Temporary removal from classroom</li> <li>• Temporary loss of privileges***</li> <li>• Skill-building in-school suspension up to three (3) days</li> </ul>
<p><b>Improper Cell Phone or Electronic Device Use:</b> Improper use of a cell phone, iPad or other electronic device while on campus, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Recording others without their permission</li> <li>• Recording inappropriate behaviors of others</li> <li>• Sharing images, recordings, or other personal information of others without their consent</li> <li>• Posting images, recordings, or other personal information of others on social media</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Conversation</li> <li>• Restorative Circle</li> <li>• Service Learning</li> <li>• Behavior Contract</li> <li>• Skill-building interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Restitution</li> <li>• Detention</li> <li>• Skill-building in-school suspension up to three (3) days</li> <li>• Off-campus suspension up to three (3) days for repeated offenses</li> </ul>

\*\*\* Temporary loss of privilege may include loss of privilege to use and/or possess district offered technology, restricted access to a virtual learning platform(s) completion of alternative/paper assignments otherwise assigned online, etc.

## Trespassing and Vandalism

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Trespassing/Unauthorized Visit:</b> The act of a student who is present on a school campus without authorization. In addition, a student shall not be present on any other school campus without administrator approval except to attend appropriate extracurricular or public events.</p> <p><b>Vandalism/Destroying Property:</b> Defacing or damaging property of another person or tampering with property of another person so as to substantially impair its function or value</p> <p><b>Vandalism of Personal Property:</b> Willful destruction or defacement of personal property including but not limited to racial epithets, hate speech, and gang related symbols.</p> <p><b>Vandalism of School Property:</b> Willful destruction or defacement of school property including but not limited to racial epithets, hate speech, and gang related symbols.</p> <p><b>Graffiti/Tagging:</b> Writing on walls, drawings or words that are scratched, painted, or sprayed on walls or other surfaces in public places</p>	<ul style="list-style-type: none"> <li>• Restorative Conversation</li> <li>• Service Learning</li> <li>• Support Group/Counseling</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Restitution</li> <li>• Detention</li> <li>• Temporary removal from classroom</li> <li>• Skill-building in-school suspension up to three (3) days</li> <li>• Notification to Law Enforcement as appropriate</li> </ul>

## Fire Alarms

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Emergency/Fire Alarms:</b> Activating or using a fire alarm or emergency control device unless the student reasonable believes that an emergency exists and warrants use of the device.</p>	<ul style="list-style-type: none"> <li>• Restorative Conversation</li> <li>• Service Learning</li> <li>• Skill-building Interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Skill-building in-school suspension up to three (3) days</li> <li>• Notification to Law Enforcement as appropriate</li> </ul>

## Theft and Burglary

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Theft:</b> Taking or attempting to take money or property belonging to another person or the school with the intent to permanently deprive the victim of his or her possessions</p> <p><b>Unauthorized entry/Burglary (without a weapon):</b> Gaining or attempting to gain forceful or unauthorized entry to, or occupation of, school buildings or grounds</p>	<ul style="list-style-type: none"> <li>• Restorative Conversation/Mediation</li> <li>• Restorative Circle</li> <li>• Re-entry Conference</li> <li>• Service Learning</li> <li>• Skill-building Interventions</li> <li>• May be referred to an alternative educational program</li> </ul>	<ul style="list-style-type: none"> <li>• Restitution or suitable arrangements</li> <li>• Skill-building in-school suspension up to three (3) days</li> <li>• Off-campus Suspension up to two (2) days</li> <li>• Notification to Law Enforcement as appropriate</li> </ul>

## Tobacco | Over-the-Counter

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Tobacco/Inhalant Use and Possession:</b> Possessing or using tobacco or inhalant/vaping nicotine products on school grounds, at school-sponsored events and/or on school-sponsored transportation.</p> <p><b>Tobacco Distribution and Selling:</b> The sale, distribution, or intent to sell or distribute tobacco or inhalant/vaping nicotine products on school grounds, at school-sponsored events and on school-sponsored transportation.</p> <p><b>Over-the-Counter (OTC) Possession and Use:</b> Possession of, abuse or misuse of over-the-counter medications for the purpose of intoxication in or before school or at a school-related function.</p>	<ul style="list-style-type: none"> <li>• Conference with parent/guardian</li> <li>• Counseling</li> <li>• Support Group</li> <li>• Skill-building Interventions</li> <li>• Behavior Contract</li> <li>• Referral to Community Agency</li> </ul>	<ul style="list-style-type: none"> <li>• Skill-building in-school suspension up to three (3) days</li> </ul>

## Alcohol | Marijuana | Prescription Medication

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Alcohol Use and Possession:</b> Using or possessing alcohol in or before school or in or before a school related function.</p> <p><b>Marijuana and Inhalant Use and Possession:</b> Using or possessing marijuana, "look-a-likes" <sup>4</sup> of such substances, or use of inhalant/vaping marijuana/THC substance for the purpose of intoxication in or before school or at a school-related function.</p> <p><b>Drug Use and Possession<sup>5</sup>:</b> Using or possessing illegal drugs, narcotics, controlled substances, "look-a-likes" <sup>4</sup> of such substances, or use of any other substance for the purpose of intoxication in or before school or a school-related function.</p> <p><b>Drug Paraphernalia:</b> Possessing equipment, products and materials of any kind, which are used, intended for use of illegal drugs.</p> <p><b>Prescription Medication Use:</b> The abuse or misuse of prescription medications for the purpose of intoxication in or before school or a school-related function. This does not include the use of medication if it is prescribed by a physician and used in accordance with the prescription and Governing Board policies and regulations.</p>	<ul style="list-style-type: none"> <li>• Substance Assessment <sup>7</sup></li> <li>• Mandatory Reentry Conference</li> <li>• Conference with parent/guardian</li> <li>• Skill-building Interventions</li> <li>• Counseling</li> <li>• Support Group</li> <li>• Referral to Community Agency</li> <li>• Behavior Contract</li> <li>• Referral to the Alternative Education Setting</li> </ul>	<ul style="list-style-type: none"> <li>• Skill-building in-school suspension up to four (4) days, which will include the completion of a substance assessment and substance counseling/mandated intervention</li> <li>• Notification to Law Enforcement as appropriate</li> </ul>

## Distribution and Selling

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Alcohol and Drug Distribution and Selling<sup>5</sup>:</b> The sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-a-likes” <sup>4</sup> of such substances, or any other substance used for the purpose of intoxication.</p>	<ul style="list-style-type: none"> <li>• Substance Assessment</li> <li>• Conference with parent/guardian</li> <li>• Mandatory Reentry Conference after off-campus suspension</li> <li>• Behavior Contract</li> <li>• Support Group</li> <li>• Skill-building Interventions</li> <li>• Referral to Community Agency</li> </ul>	<ul style="list-style-type: none"> <li>• Skill-building in-school suspension up to four (4) days, which will include the completion of a substance assessment and substance counseling/mandated intervention</li> <li>• Off-campus suspension up to five (5) days</li> <li>• Assignment to the Alternative Education Setting</li> <li>• Long-term suspension up to end of trimester</li> <li>• Notification to Law Enforcement as appropriate</li> </ul>

<sup>4</sup> “Look-alike” means any substance, which by appearance, representation, or manner of distribution would lead a reasonable person to believe that the substance is an illegal drug or other controlled substance.

<sup>5</sup> For the purpose of this regulation, drugs are defined as narcotic drugs, dangerous drugs, toxic substances, marijuana, and peyote as those terms are defined in A.R.S. §13-3401, and imitation controlled substances as defined by A.R.S. §13-3451.

# Defamation and Obscenity

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Defamation:</b> Using words or materials 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.</p>	<ul style="list-style-type: none"> <li>• Restorative Conversation/Mediation</li> <li>• Restorative Circle</li> <li>• Re-entry Conference</li> <li>• Support Group</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> <li>• Counseling Services</li> <li>• Threat Assessment***</li> <li>• Safety Plan</li> <li>• Referral to Community Agency</li> </ul>	<ul style="list-style-type: none"> <li>• Detention</li> <li>• Temporary removal from classroom</li> <li>• Temporary loss of privileges</li> <li>• Skill-building in-school suspension up to three (3) days.</li> <li>• Off-Campus Suspension for up to two (2) days.</li> <li>• Notification to Law Enforcement as appropriate</li> </ul>
<p><b>Obscene Materials:</b> The use or presentation of physical or digital materials that may include, but are not limited to, items that an average person, applying contemporary standards of the school community, would find, taken as a whole, appealing to erotic interests and lacking serious literary, artistic, political, or scientific value. The standard to be used is of the school community, recognizing that students are, as a group, younger and more sensitive than the general adult population.</p>	<ul style="list-style-type: none"> <li>• Restorative Conversation/Mediation</li> <li>• Restorative Circle</li> <li>• Re-entry Conference</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> <li>• Counseling Services</li> <li>• Threat Assessment***</li> <li>• Safety Plan</li> <li>• Referral to Community Agency</li> </ul>	<ul style="list-style-type: none"> <li>• Detention</li> <li>• Temporary removal from classroom</li> <li>• Temporary loss of privileges</li> <li>• Skill-building in-school suspension up to three (3) days.</li> <li>• Notification to Law Enforcement as appropriate</li> </ul>
<p><b>Sexting:</b> Sending sexually explicit messages or photos electronically, primarily between cell phones and other mobile devices.</p>	<ul style="list-style-type: none"> <li>• Restorative Conversation/Mediation</li> <li>• Restorative Circle</li> <li>• Re-entry Conference</li> <li>• Support Group</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> <li>• Counseling Services</li> <li>• Safety Plan</li> <li>• Referral to Community Agency</li> </ul>	<ul style="list-style-type: none"> <li>• Detention</li> <li>• Temporary removal from classroom</li> <li>• Temporary loss of privileges</li> <li>• Skill-building in-school suspension up to three (3) days.</li> <li>• Notification to Law Enforcement as appropriate</li> </ul>



## Bullying and Intimidation

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Bullying:</b> Engaging in repeated acts, over time, that involve a real or perceived imbalance of power with the more powerful child or group attacking those who are less powerful. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name-calling); or psychological (e.g., social exclusion spreading rumors, manipulating social relationships).</p> <p><b>Cyber Bullying:</b> Bullying (see Bullying definition) committed via online platforms and mediums.</p> <p><b>Intimidation:</b> Intentional behavior by a student or group of students that places another student or group of students in fear of harm or personal property. (Intimidation can be manifested emotionally or physically, either directly or indirectly and by use of social media.</p> <p>Threat: Indicating, by word and/or conduct, the intent to cause physical injury or serious damage to a person or their property</p> <p><b>Extortion:</b> Attempting to obtain or obtaining money or property by threat, force, or in return for protection.</p>	<ul style="list-style-type: none"> <li>• Restorative</li> <li>• Conversation/Mediation</li> <li>• Restorative Circle</li> <li>• Re-entry Conference</li> <li>• Mandated Intervention</li> <li>• Support Group</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> <li>• Counseling Services</li> <li>• Threat Assessment***</li> <li>• Safety Plan</li> <li>• Referral to Community Agency</li> <li>• Referral to the Alternative Education Setting</li> </ul>	<ul style="list-style-type: none"> <li>• Temporary removal from classroom</li> <li>• Temporary loss of privileges</li> <li>• Skill-building in-school suspension up to five (5) days.</li> <li>• Off-campus suspension up to three (3) days.</li> <li>• Notification to Law Enforcement as appropriate</li> </ul>

# Harassment and Sexual Misconduct

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Harassment:</b> 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, religions orientation, sexual orientation, gender expression, gender identity, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.</p> <p><b>Initiation/Hazing:</b> Any intentional, knowing or reckless act committed by a student, whether individually, or in concert with others against another student, and in which both of the following apply:</p> <ol style="list-style-type: none"> <li>The act was committed in connection with an initiation into, and affiliation with, or the maintenance of membership in any organization that is affiliated with an educational institution.</li> <li>The act contributes to a substantial risk of potential physical injury, mental harm or degradation.</li> </ol> <p>Organization means an athletic team, association, order, society, corps, cooperative, club or other similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.</p> <p><b>Sexual Harassment Student/Staff:</b> Unwelcome conduct of a sexual nature that denies or limits a student's ability to participate in or to receive benefits, services, or opportunities in the school's program. It can include unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Sexual harassment may include, but is not limited to touching, pinching, grabbing, impeding or blocking movement, and lewd gestures, continuing to express sexual interest after being informed that the interest is unwelcome.</p>	<ul style="list-style-type: none"> <li>• Restorative Conversation/Mediation</li> <li>• Restorative Circle</li> <li>• Mandated Intervention</li> <li>• Support Group</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> <li>• Counseling Services</li> <li>• Threat Assessment* **</li> <li>• Safety Plan</li> <li>• Referral to Community Agency</li> <li>• Referral to the Alternative Education Setting</li> </ul>	<ul style="list-style-type: none"> <li>• Temporary removal from classroom</li> <li>• Skill-building in-school suspension up to five (5) days.</li> <li>• Off-campus suspension up to five (5) days.</li> <li>• Notification to Law Enforcement as appropriate</li> </ul>

# Harassment and Sexual Misconduct

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Dating Abuse:</b> Engaging in behavior in which one person uses or threatens to use physical, sexual, verbal, or emotional mistreatment to control the person's former or present dating partner.</p>	<ul style="list-style-type: none"> <li>• Restorative Conversation/Mediation</li> <li>• Restorative Circle</li> <li>• Mandated Intervention</li> <li>• Support Group</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> <li>• Counseling Services</li> <li>• Threat Assessment* * *</li> <li>• Safety Plan</li> <li>• Referral to Community Agency</li> <li>• Referral to the Alternative Education Setting</li> </ul>	<ul style="list-style-type: none"> <li>• Temporary removal from classroom</li> <li>• Skill-building in-school suspension up to five (5) days.</li> <li>• Off-campus suspension up to five (5) days.</li> <li>• Notification to Law Enforcement as appropriate</li> </ul>
<p><b>Sexual Misconduct:</b> When on campus or at a school event, engaging in sexual conduct which a school community or the general public would likely find offensive, indecent, or grossly inappropriate. Such conduct includes, but is not limited to, inappropriate exposure of a body part; intimate contact with a private body part of another individual; or, fondling, or caressing. A private body part in this context is defined as an area of the body, which is generally associated with sex and normally covered by clothing when in public.</p>	<ul style="list-style-type: none"> <li>• Restorative Conversation/Mediation</li> <li>• Restorative Circle</li> <li>• Mandated Intervention</li> <li>• Support Group</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> <li>• Counseling Services</li> <li>• Threat Assessment* * *</li> <li>• Safety Plan</li> <li>• Referral to Community Agency</li> <li>• Referral to the Alternative Education Setting</li> </ul>	<ul style="list-style-type: none"> <li>• Temporary removal from classroom</li> <li>• Skill-building in-school suspension up to five (5) days.</li> <li>• Notification to Law Enforcement as appropriate</li> </ul>

## Disruption and Aggression

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Verbal Provocation:</b> Using gestures or language including rumors that may incite other student(s) to fight.</p> <p><b>Minor Aggressive Act:</b> Engaging in non-serious but inappropriate physical contact, i.e., hitting, poking, [pulling] or pushing or other behaviors that demonstrate low-level hostile behaviors.</p> <p><b>Recklessness:</b> The unintentional engagement of careless behavior that may pose a safety or health risk for others</p> <p><b>Campus Disruption<sup>1</sup>:</b> Any disruption that occurs before, during, or after school, but not occurring in the classroom.</p>	<ul style="list-style-type: none"> <li>• Restorative Conversation/Mediation</li> <li>• Restorative Circle</li> <li>• Conference with parent/guardian</li> <li>• Counseling</li> <li>• Support Group</li> <li>• Skill-building Interventions</li> <li>• Behavior Contract after second incident, if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Detention</li> <li>• Skill-building in-school suspension up to three (3) days</li> </ul>

## Fights | Assault

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Fights:</b> Mutual participation in an incident involving physical violence, where there is no major injury. Verbal confrontation alone does not constitute fighting.</p>	<p><b>FIRST INCIDENT:</b></p> <ul style="list-style-type: none"> <li>• Restorative Conversation/Mediation</li> <li>• Restorative Circle</li> <li>• Conference with parent/guardian</li> <li>• Counseling</li> <li>• Safety Plan</li> <li>• Skill-building Interventions</li> </ul> <p><b>SECOND INCIDENT:</b></p> <ul style="list-style-type: none"> <li>• Restorative Conversation/Mediation</li> <li>• Conference with parent/guardian, including inviting parent/guardian to observe the in-school intervention(s)</li> <li>• Skill-building Interventions</li> <li>• Counseling</li> <li>• Behavior Contract/Safety Plan</li> </ul> <p><b>ANY ADDITIONAL INCIDENTS:</b></p> <ul style="list-style-type: none"> <li>• Restorative Conversation/Mediation</li> <li>• Conference with parent/guardian</li> <li>• Re-entry Conference after off-campus suspension</li> </ul>	<p><b>FIRST INCIDENT:</b></p> <ul style="list-style-type: none"> <li>• Skill-building in-school suspension up to three (3) days</li> </ul> <p><b>SECOND INCIDENT:</b></p> <ul style="list-style-type: none"> <li>• Mandatory skill-building in-school suspension up to five (5) days or off-campus suspension up to three (3) days</li> </ul> <p><b>ANY ADDITIONAL INCIDENTS:</b></p> <ul style="list-style-type: none"> <li>• Off-campus suspension up to five (5) days</li> <li>• Assignment to the Alternative Education setting</li> </ul>

## Fights | Assault (cont.)

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Assault:</b> Intentionally, knowingly, or recklessly causing physical injury to another person or intentionally placing another person in reasonable apprehension of imminent physical injury, or knowingly touching another person with intent to injure a person.</p>	<ul style="list-style-type: none"> <li>• Restorative Conversation/Mediation, if appropriate</li> <li>• Conference with parent/guardian</li> <li>• Threat Assessment****</li> <li>• Counseling</li> <li>• Behavior Contract/Safety Plan</li> <li>• Skill-building Interventions</li> <li>• Re-entry Conference after off-campus suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory skill-building in-school suspension up to five (5) days</li> <li>• Off-campus suspension up to five (5) days</li> <li>• Assignment to the Alternative Education setting</li> </ul>

## Aggravated Assault

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Aggravated Assault:</b> Assault as defined in section ARS 13-1203 under any of the following circumstances:</p> <ul style="list-style-type: none"> <li>» If the person causes serious physical injury to another.</li> <li>» If the person uses a deadly weapon or dangerous instrument.</li> <li>» If the person commits the assault after entering the private home of another with the intent to commit the assault.</li> <li>» If the person commits the assault knowing or having reason to know that the victim is a peace officer, or a person summoned and directed by the officer while engaged in the execution of any official duties.</li> <li>» If the person commits the assault knowing or having reason to know the victim is a teacher or other person employed by any school and the teacher or other employee is upon the grounds of a school or grounds adjacent to the school or is in any part of a building or vehicle used for school purposes, or any teacher or school nurse visiting a private home in the course of the teacher's or nurse's professional duties, or any teacher engaged in any authorized and organized classroom activity held on other than school grounds.</li> </ul> <p><b>Endangerment/Endanger Health:</b> Recklessly endangering another person with a substantial risk of imminent death or physical injury.</p>	<ul style="list-style-type: none"> <li>• Threat Assessment****</li> <li>• Restorative Conversation/Mediation</li> <li>• Conference with parent/guardian</li> <li>• Re-entry Conference after off-campus suspension</li> <li>• Behavior Contract/Safety Plan</li> <li>• Referral to Community Agency</li> <li>• Referral to Counseling Services</li> </ul>	<ul style="list-style-type: none"> <li>• Off-campus suspension up to ten (10) days</li> <li>• Assignment to the Alternative Education setting</li> <li>• Long-term suspension up to end of trimester or up to one (1) school year</li> <li>• Notification to Law Enforcement if the assault meets the definition for aggravated assault</li> </ul>

## Dangerous Items

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Dangerous Item:</b> possessing and/or using a dangerous item to cause bodily injury to, threaten, or intimidate another person. The following may be classified as a dangerous instrument and should be reported to law enforcement in and when appropriate:</p> <ul style="list-style-type: none"> <li>» Air Soft Gun</li> <li>» B.B. Gun</li> <li>» Knife with blade length less than 2.5 inches</li> <li>» Laser Pointer</li> <li>» Letter Opener</li> <li>» Mace</li> <li>» Paintball Gun</li> <li>» Pellet Gun</li> <li>» Razor Blade or Box Cutter</li> <li>» Simulated Knife</li> <li>» Taser or Stun Gun</li> <li>» Tear Gas</li> <li>» Chains</li> <li>» Knives</li> <li>» Clubs</li> <li>» Brass Knuckles</li> <li>» Fireworks</li> <li>» Explosives</li> <li>» Ammunition and/or Other Dangerous Item</li> </ul> <p><b>Gun-(toy):</b> possessing and/or using realistic toy guns, simulated weapons, and replica. This includes possessing an instrument displayed or represented as a weapon.</p>	<ul style="list-style-type: none"> <li>• Threat Assessment****, if deemed appropriate</li> <li>• Restorative</li> <li>• Conversation/Mediation</li> <li>• Conference with parent/guardian</li> <li>• Re-entry Conference after off campus suspension</li> <li>• Safety Plan/Behavior Contract</li> <li>• Skill-building Interventions</li> <li>• Referral to Community Agency</li> <li>• Referral to Counseling Services</li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory skill-building in school suspension up to five (5) days</li> <li>• Off-campus suspension up to five (5) days</li> <li>• Assignment to an Alternative Education Setting</li> <li>• Notification to Law Enforcement as appropriate</li> </ul>

## Threats

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Bomb Threat:</b> Threatening to cause harm using a bomb, dynamite, explosive, or arson-causing device</p> <p><b>Chemical Or Biological Threat:</b> Threatening to cause harm using dangerous chemicals or biological agents</p> <p><b>Threat to an Educational Institution:</b> Presenting a threat (verbal, written, or electronic) to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or to harm students or staff</p>	<ul style="list-style-type: none"> <li>• Threat Assessment****</li> <li>• Conference with parent/guardian</li> <li>• Safety Plan/Behavior Contract</li> <li>• Re-entry Conference after off campus suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Off-campus suspension up to ten (10) days</li> <li>• Notification to Law Enforcement</li> <li>• Assignment to an Alternative Education Setting</li> <li>• Long-term suspension up to end of trimester or up to one (1) school year and may be expelled, depending on the severity</li> </ul>



## Weapons

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Gun/Firearm:</b> Possessing and/or using a loaded or unloaded handgun, pistol, revolver, rifle, shotgun or other weapon that will expel, is designed to expel or may be readily converted to expel a projectile by the action of an explosive.</p> <p><b>Knife:</b> Possessing and/or using a blade having a length of at least 2.5 inches or more.</p> <p><b>Other Weapon:</b> Possessing and/or using a destructive device or dangerous instrument. (e.g., a firearm, a knife, a destructive device, a dangerous instrument)</p>	<ul style="list-style-type: none"> <li>Threat Assessment****</li> <li>Conference with parent/guardian</li> <li>Safety Plan/Behavior Contract</li> <li>Re-entry Conference after off campus suspension</li> </ul>	<ul style="list-style-type: none"> <li>Off-campus suspension up to ten (10) days</li> <li>Notification to Law Enforcement</li> <li>Assignment to an Alternative Education Setting</li> <li>Long-term suspension up to end of trimester or up to one (1) school year and may be expelled, depending on the severity</li> </ul>

## CRITICAL — REPORT TO LAW ENFORCEMENT IMMEDIATELY

### Dangerous Items

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Arson of a Structure or Property:</b> Knowingly and unlawfully damaging a structure or property by knowingly causing a fire or explosion</p> <p><b>Arson of an Occupied Structure:</b> Knowingly and unlawfully damaging an occupied structure by causing a fire or explosion</p>	<ul style="list-style-type: none"> <li>Threat Assessment****</li> <li>Safety Plan</li> <li>Re-entry Conference after off-campus suspension</li> </ul>	<ul style="list-style-type: none"> <li>Off-campus suspension up to ten (10) days</li> <li>Notification to Law Enforcement</li> <li>Assignment to an Alternative Education Setting</li> <li>Long-term suspension up to end of trimester or up to one (1) school year and may be expelled, depending on the severity</li> </ul>

\*\*\*\* Students may be required to participate in an individual threat assessment. Reasons that a student would be required to participate in a threat assessment include, but are not limited to, the following: Verbal or written threats; Assault; Intimidation or harassment; violent behavior; or any situation deemed by the District administration to be a disruption to the learning environment.

# STUDENT CODE OF CONDUCT GLOSSARY

**Behavior Contract:** A written agreement between a school official, student and often a parent or guardian that includes how the student will behave and what the appropriate consequence or reinforcement will be for compliance or non-compliance.

**Counseling Services:** An intense, brief counseling model to assist a student in solving a specific problem. Counseling services can involve an individual or small group and are provided by master-level social workers or counselors.

**Community Counseling Services:** Services delivered in the community outside of the school setting in an agency, clinic or hospital setting.

**Detention (before school, after school, during lunch):** A student is required to participate in activities at school beyond regular instructional time in a supervised location. Detention should be used as an opportunity to address the cause of a student's behavior, build social and emotional skills, and repair relationships with staff and peers.

**Re-entry Conference:** A voluntary process where two or more individuals in conflict meet with a trained adult facilitator upon return to campus from off-campus suspension in a non-judgmental and confidential space to talk about the conflict and to restore the relationship and/or harm caused.

**Referral to an Alternative Educational Setting:** After campus support teams have initiated and completed academic or behavioral interventions and those interventions were unsuccessful, a student is then referred to an alternative educational setting which may include another school.

**Referral to Substance Abuse Treatment or Prevention:** Mental health professionals refer and link families and students for whom there is evidence of serious substance use or dependency to a community agency or clinic.

**Restitution:** Repaying or compensating for loss or damage.

**Restorative Circles:** A restorative practice involving working with a group of students to address the needs of the group to include, but not limited to, problem solving, healing, relationship building, community building, or conflict resolution.

**Restorative Conversation:** One-on-one reflective conversations that are facilitated after conflict or harm has taken place. Restorative language and questions help shift the focus away from blame and shame to root cause analysis and planning for repair.

**Restorative Mediation:** A voluntary process where two individuals in conflict meet with a trained adult facilitator in a non-judgmental and confidential space to talk about what specific issues are contributing to the conflict and attempt to restore the relationships and/or the harm caused.

**Safety Plan:** Safety plans involve two components: the actions in which school staff will engage, and the actions in which the students will engage to ensure safety. Students provided with a safety plan will also be given options on how to further protect themselves.

**Service Learning:** A service project aimed to improve the student's standing and self-concept in the school community. While the project may not be directly related to the misbehavior, it is at least symbolically linked to the incident for which the student was referred.

**Skill-building Interventions:** Interventions facilitated in a classroom, group, individual or virtual self-paced setting utilizing an evidence-based curriculum with the goal of improving the social, emotional or academic skills and strengthen relationships between students and teachers.

# STUDENT CODE OF CONDUCT GLOSSARY (cont.)

**Skill-building In-School Suspension (ISS):**

Removal of a student from their regular educational schedule for temporary placement in an alternative setting inside the school building that allows for engagement in structured activities that develop academic, social, emotional, or behavioral skills.

**Staff, Student, Parent Conference:** A conference with parents or guardians to collaborate to solve a problem, make parents and guardians aware of early stage interventions that have been used, ask for their insight on the behavior, and involve them in discussion of parameters of new interventions.

**Student Support Groups:** Ongoing supports provided to students in a group format to promote and strengthen connection and healing, reduce isolation, facilitate affinity spaces, and reinforce skill building intervention content.

**Substance Abuse Assessment:** Screening surveys involve a series of questions, which help identify warning signs of substance abuse. Assessments can be self-administered or administered by a social worker and evaluate frequency of use (i.e. daily, monthly, yearly or duration of use (i.e. length of abuse).

**Suspension (Off Campus):** The temporary removal of a student from the school campus for a specified period of time. A suspended student shall be ineligible to participate in school-related activities including, but not limited to, clubs, sports, tutoring, or other school events.

- Short-term Suspension is a period of ten (10) or less days.
- Long-term Suspension is a period of more than ten (10) days pending a due process hearing by the District.

**Temporary Removal From the Classroom:** Removal of a student from their class for a short duration of time during the school day in order to allow for de-escalation and reflection prior to addressing the behaviors of concern.

**Threat Assessment:** A multi-faceted process that facilitates the gathering of all available information in order to determine relevant causal factors of a threat. This process has been adopted by the School Safety and Prevention Division of the Arizona Department of Education. Trained staff members will not only determine the degree of potential danger posed, but also the appropriate recommendations considered necessary to manage the student or situation.

## **DUE PROCESS**

The Roosevelt School District believes that every student is entitled to a voice anytime there is an issue of student misconduct.

In minor issues of misconduct, where off-campus suspension is not a possible consequence, the student will be given the opportunity to speak with an administrator or appropriate staff member and share their version of events and explanation of their choice in behavior.

For misconduct that could result in off-campus suspension of less than ten (10) days, a formal conference will be held between an administrator and the student. During the conference, the administrator will advise the student of the allegations and evidence supporting the charge of misconduct. The student will be given an opportunity to explain their version of events dealing with the alleged misconduct. In addition, the school will exhaust efforts to notify the parent or guardian by telephone and will send written notification of the suspension to the last address on file at the school.

## **LONG-TERM SUSPENSION**

A long-term suspension is defined as the exclusion of a student from school for a period of more than ten (10) school days. If it is determined by the administration that the alleged student misconduct is serious enough to recommend a suspension of more than ten (10) school days, notification of a formal due process hearing will be made to parents or guardians at least five (5) school days prior to the hearing.

Notification will include:

- The time, date and location of the hearing
- A description of the misconduct
- The Board Policy or administrative regulation violated and discipline prescribed therein
- A copy of A.R.S. 15-843
- A statement that parents and guardians shall have a right to present and question witnesses

The student and parents will be advised that:

- The student or parents or guardians have a right to be represented by legal counsel
- Notice must be given to the campus administrator at least 48 hours before the hearing if the student or their parents or guardians shall have an attorney or other representative present.
- There shall be no more than two (2) other representatives present in the hearing

At the conclusion of the hearing, the hearing officer may render a decision immediately or notify the parents or guardians and student within 48 hours. This notification will be made by certified and regular mail.

## **EXPULSION**

Expulsion is defined as the exclusion of a student from school permanently. The authority to expel a student rests exclusively with the Governing Board. The principal of the school shall make a recommendation to expel a student to the Governing Board based upon the results of a due process hearing. This due process hearing is the same process outlined in the Long-Term Suspension section of this handbook.

## EXPULSION (cont.)

The Governing Board may appoint a hearing officer for cases of recommended expulsion, or it may conduct the hearing. The final decision to expel or reinstate a student rests with the Governing Board. There is no administrative appeal from the Governing Board's decision to impose discipline.

## DISCIPLINE FOR STUDENTS WITH DISABILITIES

All students should expect to be disciplined pursuant to the same standards of conduct and due process procedures. When misconduct occurs by a student with a disability, it is the policy of the District to comply with the requirements of the IDEA and/or Section 504 of the Rehabilitation Act as they relate to disciplinary measures taken with a student with a disability. For information pertaining to student discipline for a student protected under Section 504, contact the school's social worker. For a student who is considered to have a disability and receiving special education services on an IEP, contact the school's psychologist.

## SEARCH AND SEIZURE

Order, safety and security are essential to a supportive and productive learning environment. When the learning environment is threatened by the presence of dangerous, banned, or illegal items, school officials have a responsibility and the authority to search for and obtain such items from students or non-students if there is reasonable suspicion that the student is in possession. These searches can include desks and the students' backpacks.

## K-4 SUSPENSION AND EXPULSION (JK, JKD, JKE)

In an effort to ensure that Arizona's youngest elementary school students are not excluded from school unless absolutely necessary, our state has passed a law that provides clear limits for when K-4 students can be suspended or expelled. The law, outlined below, supports RSD's restorative approach to school discipline by clearly describing the interventions and supports that must be in place prior to considering suspension or expulsion of a K-4 student.

Unless required by A.R.S. 15-841(G), bringing a firearm to school, which may be modified on a case-by-case basis, schools in the Roosevelt School District may out-of-school suspend or expel a pupil who is enrolled in kindergarten through fourth grade (K-4) **only if all of the following apply:**

- A. The pupil is seven (7) years of age or older; and.
- B. The pupil engaged in conduct on school grounds that meets one (1) of the following criteria:
  - i. Involves the possession of a dangerous weapon without authorization from the school.
  - ii. Involves the possession, use or sale of a dangerous drug as defined in A.R.S. 13-3401 a narcotic drug as defined in A.R.S. 13-3401 or a violation of A.R.S. 13-3411.
  - iii. Immediately endangers the health or safety of others.
  - iv. The pupil's behavior is determined to qualify as aggravating circumstances and that all of the following apply:

## K-4 SUSPENSION AND EXPULSION (JK, JKD, JKE) (cont.)

- The pupil is engaged in persistent behavior that has been documented by the school and that prevents other pupils from learning or prevents the teacher from maintaining control of the classroom environment.
- The pupil's ongoing behavior is unresponsive to targeted interventions as documented through an established intervention process that includes consultation with a school counselor, school psychologist or other mental health professional or social worker if available within the school, district, or through a state sponsored program.
- The pupil's parent or guardian was notified and consulted about the ongoing behavior.
- Before a long-term suspension or expulsion, the school provides the pupil with a disability screening and the screening finds that the behavioral issues were not the result of a disability.

and

- C. Failing to remove the pupil from the school building would create a safety threat that cannot otherwise reasonably be addressed or qualifies as "aggravating circumstances;" and
- D. Before suspending or expelling the pupil, Roosevelt School District will consider and, if feasible while maintaining the health and safety of others, in consultation with the pupil's parent or guardian to the extent possible, employs alternative behavioral and disciplinary interventions that are available to the School District or Charter School, that are appropriate to the circumstances and that are considerate of health and safety. The school shall document the alternative behavioral and disciplinary interventions it considers and employs; and.
- E. The school will provide for both:
  - i. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who have served at least five (5) school days of a suspension from the school that exceeds ten (10) school days, to be considered for readmission on appeal of the pupil's parent or guardian.
  - ii. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who are expelled from or subject to alternative reassignment at the school to be considered for readmission on appeal of the pupil's parent or guardian at least twenty (20) school days after the effective date of the expulsion or alternative reassignment.
- F. "Aggravating circumstances" means the pupil is engaged in persistent behavior that:
  - i. Has been documented by the school.
  - ii. Prevents other students from learning or prevents the teacher from maintaining control of the classroom environment.
  - iii. Is unresponsive to targeted interventions as documented through an established intervention process.

## **ALTERNATIVE EDUCATION PROGRAM: SUCCESS ACADEMY AT AMY HOUSTON**

The Roosevelt School District's Success Academy is designed for students in need of a higher level of behavior support than their home campus can provide. This structured program focuses on teaching appropriate behaviors, ownership of choices, and peer responsibility and accountability in addition to the district's academic curricula.

In accordance with Arizona law and Governing Board policies JK, JKD and JKE, students may be referred to the alternative education program so that a student will remain in school. The alternative education placement avoids suspension or expulsion when the District determines that campus-based behavior interventions and support have not been successful. The school will make every effort to collaborate with the student's family when considering a placement in our alternative education program. However, should disciplinary issues persist despite the school's efforts, the District may reassign the student to the alternative education program without parent consent as permitted by Arizona law. A.R.S. 15-841(E) and (F).

In addition, students may be reassigned to the Success Academy when they commit a violation of the Code of Conduct where "Assignment to the Alternative Education Setting" is listed as a consequence. The alternative education program may also be offered as an option if good cause exists as determined by the District. The alternative education placement may be made to avoid a long-term suspension or expulsion. A.R.S. 15-841(E) and (F).



# BULLYING, HARASSMENT OR INTIMIDATION SUMMARY STATEMENT

Policy JICK — Form B



## Introduction

The Governing Board believes it is the right of every student to be educated in a positive, safe, caring and respectful learning environment. The Board further believes a school environment inclusive of these traits maximizes student achievement, fosters student personal growth and helps students build a sense of community that promotes positive participation as members of society. The District, in partnership with parents, guardians and students, shall establish and maintain a school environment based on these beliefs.

## Bullying Definition

Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that has the effect of physically or emotionally harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property. Is sufficiently severe, persistent, repeated or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm, occurs when there is a real or perceived imbalance of power or strength, or may constitute a violation of law. Examples of bullying could include:

- Physical: hitting, kicking, pushing, choking, or punching.
- Verbal/Written: threatening, teasing, starting rumors, or name-calling.
- Cyber: writing mean things on Facebook, e-mail or posting embarrassing photos of people.
- Harassment/Intimidation: stalking, social exclusion, unwanted verbal or physical contact and may be related to race, religion, sexual orientation, cultural background, economic status, size or personal appearance.

## Discipline

Students will receive a disciplinary action if bullying occurs on school grounds, school property, school buses, school bus stops, field trips or other school-sponsored activities, and through the use of computers or cell phones. All suspected violations of law will be reported to the local police.

## Report Bullying

- Students, parents/guardians, and employees must report bullying incidents to the school principal. All reports are confidential.
- The principal must investigate the incident within two days and maintain written documentation of the bullying incident.
- Parents will receive information regarding support services and a follow-up letter regarding the findings of the bullying report.
- Emergency medical services or the local police will be contacted, if necessary.

# BULLYING, HARASSMENT OR INTIMIDATION STUDENT RIGHTS AND SERVICES

Policy JICK — Form B



When a bullying, harassment, intimidation report is submitted, and in accordance with Arizona Revised Statute §153-341.36, the following rights, protections and services are available:

- The **Handbook for Student Success** contains information to report and seek resolution related to the bullying report.
- Arizona Revised Statute §153-341.36 provides guidance to Arizona schools related to reporting and resolving bullying incidents.

## Protections

Additional information on the items listed below is available from the school principal or discipline team.

- Threat Assessment in accordance with District procedures.
- Potential disciplinary consequences for offenders.
- Health Center referrals, when necessary.
- Individual Safety Plans.
- Other protections on a case-by-case basis.

## Services

Additional information on the items listed below is available from the school principal or discipline team.

- Prevention counseling services
- Small group counseling sessions
- Intervention strategies
- Peer Mediation
- Other services according to individual circumstances

## Note

The provisions of the information in this document do not constitute confirmation of the bullying report. A thorough investigation must first be conducted including affording due process to the alleged offender. At the conclusion of the investigation, you will be provided notification of the closure of the bullying report.

# HOSTIGAMIENTO, ACOSO O INTIMIDACIÓN RELACIÓN SUMARIA

Norma JICK — Forma B



## Introducción

La Junta Directiva considera que cada estudiante tiene el derecho de ser educado en un ambiente de aprendizaje positivo, seguro, atento y respetuoso. Además, la Junta Directiva entiende que el ambiente escolar debe incluir estas mismas características para desarrollar el rendimiento estudiantil, fomentando el crecimiento personal de los estudiantes y ayudando a los estudiantes a construir un sentido de comunidad que promueve la participación positiva como miembros de la sociedad. El Distrito, en asociación con padres, tutores, y estudiantes, establece y mantiene un ambiente escolar basado en estas creencias.

## Definición de Hostigamiento

El hostigamiento puede ocurrir cuando un estudiante o grupo de estudiantes se involucra en cualquier forma de comportamiento que incluya actos tales como intimidación y/o acoso que tiene el efecto de dañar física o emocionalmente a un estudiante, dañar la propiedad de un estudiante o colocar a un estudiante en un temor razonable de daño o daño a la propiedad. Cuando este acto es lo suficientemente grave, persistente, repetido o generalizado para que la acción, el comportamiento o la amenaza presente un entorno intimidatorio, amenazante o abusivo en forma de daño físico o emocional, o cual ocurra cuando haya un desequilibrio real o percibido de poder o fuerza, o pueda constituir una violación de la ley. Ejemplos de hostigamiento puede incluir:

- Físico: golpear, patear, empujar, asfixiar o dar puñetazos.
- Verbal/escrito: amenazas, burlas, iniciar rumores o insultos.
- Cibernético: escribir cosas malas en Facebook, correos electrónicos o publicar fotos vergonzosas de personas.
- Acoso/Intimidación: acecho, exclusión social, contacto verbal o físico no deseado y puede estar relacionado con la raza, religión, orientación sexual, antecedentes culturales, situación económica, tamaño o apariencia persona.

## Disciplina

Los estudiantes recibirán una acción disciplinaria si el acoso escolar ocurre en la escuela, propiedad de la escuela, autobuses escolares, paradas del autobús escolar, viajes escolares u otra actividad patrocinada por la escuela, y a través del uso de computadoras y el uso de teléfonos celulares. Todas las violaciones de la ley serán reportadas a la policía local.

## Denunciar el hostigamiento

- Los estudiantes, padres/tutores y empleados deben informar los incidentes de hostigamiento al director de la escuela. Todos los informes son confidenciales.
- El director debe investigar el incidente dentro de dos días y mantener la documentación escrita del incidente de hostigamiento.
- Los padres recibirán información sobre los servicios de apoyo y una carta de seguimiento sobre los resultados del informe de intimidación.
- Los servicios médicos de emergencia o la policía local serán contactados, si es necesario.

# HOSTIGAMIENTO, ACOSO O INTIMIDACIÓN DERECHOS Y SERVICIOS ESTUDIANTILES

Norma JICK — Forma B



Cuando se presenta un informe de hostigamiento, acoso e intimidación, y de acuerdo con el Arizona Revised Statute §153-341.36, los siguientes derechos, protecciones y servicios están disponibles:

- El **Manual para el Éxito Estudiantil** contiene información para informar y buscar resolución relacionada con el informe de hostigamiento escolar.
- Arizona Revised Statute §153-341.36 proporciona orientación a las escuelas de Arizona en relación a las denuncias y resolver incidentes de hostigamiento escolar.

## Protecciones

Información adicional sobre los elementos enumerados a continuación está disponible para el director/a de la escuela o para el equipo de disciplina.

- Evaluación de amenazas de acuerdo con los procedimientos del Distrito.
- Posibles consecuencias disciplinarias para los infractores.
- Referencias al centro de salud, cuando sea necesario.
- Planes de seguridad individuales.
- Otras protecciones caso por caso.

## Servicios

Información adicional sobre los elementos enumerados a continuación está disponible para el director/a de la escuela o para el equipo de disciplina.

- Servicios de consejería de prevención.
- Sesiones de consejería en grupos pequeños.
- Estrategias de intervención.
- Mediación entre compañeros.
- Otros servicios según las circunstancias individuales.

## Nota

Las disposiciones de la información en este documento no constituyen la confirmación del informe de hostigamiento. Primero se debe llevar a cabo una investigación exhaustiva que incluya el debido proceso para el presunto ofensor. Al concluir la investigación, se le proporcionará una notificación del cierre del informe de hostigamiento.

# BULLYING, HARASSMENT OR INTIMIDATION REPORTING FORM

Form A

This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g.



**Directions:** Bullying, harassment or intimidation is not acceptable. Please complete this form to report alleged bullying and return it to the school administration office. Contact the school for additional information or assistance at any time.

Today's Date \_\_\_\_/\_\_\_\_/20\_\_\_\_ Your Name \_\_\_\_\_ School \_\_\_\_\_

Telephone \_\_\_\_\_ Email \_\_\_\_\_

**Are you** (check one)

☐ Student/Victim

☐ Parent/Guardian

☐ Student Witness/Bystander

☐ Close Adult Relative

☐ School Staff Member

☐ Other Adult

Student Name(s)	Role (Victim, Bully, Witness)	Gender/Pronouns	Race/Ethnicity	Grade	Teacher

**1. On what date(s) did the incident(s) happen?**

**1a. Frequency of incident(s)** ☐ Once ☐ Daily ☐ Weekly ☐ Monthly

**2. Where did the incident(s) happen?** (Check all that apply)

☐ Bus

☐ Playground

☐ School Activity/Event

☐ Restroom

☐ Cafeteria

☐ Virtual

☐ Media Center

☐ PEER

☐ Classroom

☐ Computer lab

☐ Hallway/Courtyard

☐ To/From School

☐ Other \_\_\_\_\_

**3. What best describes what happened?** (Check all that apply)

☐ Cyber Bullying/Texting

☐ Threatening

☐ Obscene Gestures

☐ Name Calling/Teasing

☐ Intimidation

☐ Profanity

☐ Rumors/Gossip

☐ Pushing

☐ Theft

☐ Social Exclusion/Rejection

☐ Physical Aggression/Assault

☐ Inappropriate Touching

☐ Other \_\_\_\_\_

**4. Was there an adult around at the time of the incident?** ☐ Yes ☐ No

**4a. If so, who?** \_\_\_\_\_

**5. Explain what you saw, heard and/or experienced** (additional space provided on back if needed)

**OFFICIAL USE ONLY**

Date received in office \_\_\_\_/\_\_\_\_/20\_\_\_\_

Date victim's parent(s) contacted \_\_\_\_/\_\_\_\_/20\_\_\_\_

Entered into Synergy ☐ Yes ☐ No

Repeat Offender ☐ Yes ☐ No

Referral ☐ Yes ☐ No

**What was the student bullied based on?** (Check all that apply)

☐ Sexual Orientation

☐ Race/Color

☐ Gender Expression

☐ Disability

**Was the victim receiving any of the following services?** (Check all that apply)

☐ 504 plan

☐ IEP

☐ English Learner

**Outcome of Investigation**

☐ Substantiated ☐ Unsubstantiated

Signature \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/20\_\_\_\_

# FORMA DE REPORTE DE HOSTIGAMIENTO, ACOSO O INTIMIDACIÓN



Forma A

Este formulario debe mantenerse confidencialmente de acuerdo con la Ley de Derechos Educativos y Privacidad de la Familia, 20 U.S.C. §1232g.

**Instrucciones:** El hostigamiento, el acoso o la intimidación no son aceptables. Llene el formulario para denunciar el presunto hostigamiento y devuélvalo a la oficina de administración de la escuela. Para obtener información adicional o asistencia en cualquier momento, póngase en contacto con la escuela.

Fecha de hoy \_\_\_\_/\_\_\_\_/20\_\_\_\_ Nombre \_\_\_\_\_ Escuela \_\_\_\_\_

Teléfono \_\_\_\_\_ Correo electrónico \_\_\_\_\_

Señale quien es usted (marque uno)

☐ Estudiante/Víctima

☐ Estudiante Testigo/Espectador

☐ Miembro del personal de la escuela

☐ Padre/Tutor de la víctima

☐ Pariente Adulto Cercano

☐ Otro adulto

Nombre(s) del estudiante(s) Rol (Víctima, Acosador, Testigo) Género/Pronombres Raza/Grupo Étnico Grado Maestro


## 1. ¿En qué fecha(s) ocurrieron los incidentes?

1a. Frecuencia de los incidentes

☐ Una vez

☐ Diario

☐ Semanal

☐ Mensual

## 2. ¿Dónde ocurrieron los incidentes? (Marque todo lo que corresponda)

☐ Autobús

☐ Baño

☐ Centro de medios

☐ Laboratorio de computación

☐ Área de Juegos

☐ Cafetería

☐ PEER

☐ Pasillo de la escuela/patio

☐ Virtual

☐ Salón de clases

☐ Actividad/Evento escolar

☐ Hacia/Desde la escuela

☐ Otro \_\_\_\_\_

## 3. ¿Qué es lo que mejor describe lo que sucedió? (Marque todo lo que corresponda)

☐ Acoso cibernético

☐ Groserías/Burlas

☐ Rumores/Chismes

☐ Exclusión Social/Rechazo

☐ Amenazas

☐ Intimidación

☐ Empujar

☐ Agresión física/Asalto

☐ Gestos groseros

☐ Groserías

☐ Robo

☐ Tocar inapropiadamente

☐ Otro \_\_\_\_\_

## 4. ¿Había un adulto alrededor en el momento del incidente? ☐ Sí ☐ No

4a. Si es así, ¿quién? \_\_\_\_\_

## 5. Explica qué viste, escuchaste y/o experimentaste (espacio adicional proporcionado en la parte posterior si es necesario)

### OFFICIAL USE ONLY

Date received in office \_\_\_\_/\_\_\_\_/20\_\_\_\_

Date victim's parent(s) contacted \_\_\_\_/\_\_\_\_/20\_\_\_\_

Entered into Synergy ☐ Yes ☐ No

Repeat Offender ☐ Yes ☐ No

Referral ☐ Yes ☐ No

What was the student bullied based on? (Check all that apply)

☐ Sexual Orientation

☐ Race/Color

☐ Gender Expression

☐ Disability

Was the victim receiving any of the following services? (Check all that apply)

☐ 504 plan

☐ IEP

☐ English Learner

Outcome of Investigation

☐ Substantiated ☐ Unsubstantiated

Signature \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/20\_\_\_\_



## Parent/Student Handbook Sign-Off

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**By signing below, I indicate that I understand the following:**

- It is my responsibility to read the Parent/Student Handbook;
- It is my responsibility to share the information contained in the handbook with my child(ren);
- If I have any questions regarding information contained in the handbook, I may speak with my child's teacher or school administrator; and
- This signed form must be returned to the homeroom teacher within ten (10) school days of receiving access to the handbook.

**Parent/Guardian Name:** \_\_\_\_\_ **Signature:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_ **Signature:** \_\_\_\_\_

----- Original to Student File -----



## Manual Para Padres/Estudiantes Firma De Aceptación

**Nombre del Estudiante:** \_\_\_\_\_ **Grado:** \_\_\_\_\_ **Fecha:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Al firmar esta forma, indico que entiendo lo siguiente:**

- Es mi responsabilidad leer el Manual Académico para Padres /Estudiantes;
- Es mi responsabilidad compartir la información contenida en el manual con mi (s) hijo/a (s);
- Si tengo alguna pregunta con respecto a la información contenida en este manual, puedo hablar con la oficina de la escuela de mi hijo/a; y
- Debo regresar este formulario firmado al maestro/a de clase dentro de los diez (10) días escolares de haber recibido el man

**Nombre del Padre/Tutor:** \_\_\_\_\_ **Firma:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_ **Firma:** \_\_\_\_\_

Page left intentionally blank





## iPad Student User Agreement

The student iPad agreement form must be signed and returned to the school before the device is issued. The student and parent or caregiver must carefully read this compact before signing it. Any questions should be addressed to the school and clarification obtained before the compact is signed.

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**By signing below, I indicate that I understand the following:**

- Accept all policies and guidelines as per the Student Use Agreement, which outlines appropriate use of the device and the Internet;
- Understand and agree with all of the conditions detailed in the Student Use Agreement for transporting iPad Home;
- Understand that failure to comply with the Student Use Agreement for Transporting iPad Home could result in recall of the device, charges for damage and/or loss of access for home use;
- Agree to contribute the participation fee and/or insurance for my child to access the Transporting iPad Home component of program;
- Accept possible loss of take-home privileges due to discipline with no return of insurance payment;
- Accept to return device to school at the end of the year;
- Accept that lost charging cords must be replaced and purchased from the District;
- Agree to the provision of a level of Internet filtering with the assignment of the device;
  - High (**no** access to social media sites or YouTube)
- Agree to the provision of a level of computer access;
  - DISABLE admin access (**cannot** install personal programs, printers, or drivers)

**Parent/Guardian Name:** \_\_\_\_\_ **Signature:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_ **Signature:** \_\_\_\_\_

**Please indicate the internet access you have at home:**    ☐ **Wifi**    ☐ **Hotspot**    ☐ **None**



## Acuerdo Estudiantil del iPad

El Acuerdo Estudiantil Para el Transporte del iPad a Casa debe firmarse y devolverse a la escuela antes de que se emita el dispositivo. El estudiante y el padre/tutor deben leer cuidadosamente este acuerdo antes de firmarlo. Cualquier pregunta debe ser dirigida a la escuela y aclaración obtenida antes de firmar el acuerdo.

**Nombre del estudiante:** \_\_\_\_\_ **Grado:** \_\_\_\_\_ **Fecha:** \_\_\_\_/\_\_\_\_/\_\_\_\_

### Al firmar a continuación, yo reconozco que:

- Acepto todas las políticas y directrices de acuerdo con el Acuerdo de Uso Estudiantil, con esquemas de uso apropiado del dispositivo e Internet;
- Entiendo y estoy de acuerdo con todas las condiciones detalladas en el iPad compacto del estudiante;
- Entiendo que el incumplimiento del Acuerdo Estudiantil Para el Transporte del iPad a Casa puede resultar
- En la pérdida del privilegio de usar el dispositivo, cargos por daños y/o pérdida de acceso para uso doméstico;
- Acepto contribuir con la cuota de participación y/o el seguro para que mi hijo participe en el componente del programa que permite el transporte del iPad a casa;
- Acepto la posible pérdida de privilegios de llevar el iPad a casa por razones disciplinarias sin devolución del pago del seguro;
- Acepto devolver el dispositivo a la escuela al fin del año;
- Acepto que la pérdida del cable de carga debe ser comprada en el Distrito;
- Acepto la provisión de un nivel alto de filtrado de Internet con la asignación del dispositivo;
  - Alto (**sin** acceso a sitios de redes sociales o YouTube)
- Acepto la provisión de un nivel de acceso informático, sin acceso de administrador.
  - Acceso de administrador **dehsabilitado** (no se pueden instalar programas personal, impresoras o controladores)

**Nombre del Padre/Tutor:** \_\_\_\_\_ **Firma:** \_\_\_\_\_

**Nombre del Estudiante:** \_\_\_\_\_ **Firma:** \_\_\_\_\_

**Indique el acceso a internet que tiene en casa:** ☐ Wifi ☐ Hotspot ☐ Ninguno



## Media Release Consent

This is a permission form that allows the Roosevelt School District, a print, broadcast or digital media outlet to video record and/or photograph your child for educational, publicity and/or promotional purposes.

Student Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Birth Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ ☐ Male ☐ Female ☐ Other SAIS ID: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Student ID: \_\_\_\_\_

☐ I hereby give my consent to have video and/or photographs taken of my child for educational, publicity and/or promotional purposes.

☐ I hereby **DO NOT** give my consent to have video and/or photographs taken of my child for educational, publicity and/or promotional purposes.

Parent Name: \_\_\_\_\_ Signature: \_\_\_\_\_

-----  
Original to Student File  
-----



## Forma de Consentimiento

Esta forma sirve para dar su permiso al Distrito Escolar Roosevelt de tomar fotos y/o videos de su hijo(a) con el propósito de usar estas imágenes para propósitos educativos, de publicidad y/o promocionales.

Nombre del Estudiante: \_\_\_\_\_ Fecha: \_\_\_\_/\_\_\_\_/\_\_\_\_

Fecha de nacimiento: \_\_\_\_/\_\_\_\_/\_\_\_\_ ☐ Masculino ☐ Femenino ☐ Otro SAIS ID: \_\_\_\_\_

Escuela: \_\_\_\_\_ Grado: \_\_\_\_\_ Student ID: \_\_\_\_\_

☐ Doy mi permiso para que tomen fotos y/o video de mi hijo(a) propósitos educativos, de publicidad y/o promocionales.

☐ **NO DOY** mi permiso para que tomen fotos y/o video de mi hijo(a) propósitos educativos, de publicidad y/o promocionales.

Nombre del Padre: \_\_\_\_\_ Firma: \_\_\_\_\_

Page left intentionally blank



# Acceptable Use Policy For Technology/Internet

## Purpose

The Roosevelt School District supports the use of the Internet and other computer networks in the district's instructional program in order to facilitate learning and teaching through interpersonal communications access to information, research and collaboration. The use of network facilities shall be consistent with the curriculum adopted by the school district as well as the varied instructional needs, learning styles, abilities, and developmental levels of students.

## Authority

The electronic information available to students does not imply endorsement of the content by the school district, nor does the district guarantee the accuracy of information received on the Internet. The district shall not be responsible for any information that may be lost, damaged or unavailable when using the network or for any information that is retrieved via the Internet. The school district shall not be responsible for any unauthorized charges or fees resulting from access to the Internet. The district reserves the right to log network use and to monitor file server space utilization by district users, while respecting the privacy rights of both district users and outside users. The Board establishes that use of the Internet is a privilege, not a right; inappropriate, unauthorized and illegal use will result in the cancellation of those privileges and appropriate disciplinary action.

## Responsibility

The district shall make every reasonable effort to ensure that students use this educational resource responsibly. Administrators, teachers and staff have a professional responsibility to work together to help students develop the intellectual skills necessary to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use the information to meet their educational goals. Students have the responsibility to respect and protect the right of every other user in the district and on the Internet. The building administrator shall have the authority to determine what is inappropriate use, and his/her decision is final.

## Prohibitions

Students are expected to act in a responsible, ethical and legal manner in accordance with district policy, accepted rules of network etiquette, and federal and State law. Specifically, the following uses are prohibited:

1. Use of the network to facilitate illegal activity.
2. Use of the network for commercial or for-profit purposes.
3. Use of the network for product advertisement or political lobbying.
4. Use of the network for hate mail, discriminatory remarks, and offensive or inflammatory communication.
5. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
6. Use of the network to access excessive violence, obscene or pornographic material.
7. Use of inappropriate language or profanity on the network.

8. Use of the network to transmit material likely to be offensive or objectionable to recipients.
9. Use of the network to intentionally obtain or modify files, passwords, and data belonging to other users.
10. Impersonation of another user, anonymity, and pseudonyms.
11. Use of network facilities for fraudulent copying, communications, or modification of materials in violation of copyright laws.
12. Loading or use of unauthorized games, programs, files, or other electronic media.
13. Use of the network to disrupt the work of other users.
14. Destruction, modification, or abuse of network hardware and software.
15. Quoting personal communications in a public forum without the original author's prior consent.
16. Accessing Chat Rooms or Social Networking sites without permission and supervision.

## **Security**

System security is protected through the use of passwords. Failure to adequately protect passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, the following guidelines shall be followed:

Students shall not reveal their passwords to another individual. Users are not to use a computer that has been logged in another student's, teacher's or employee's name.

Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

## **Safety**

To the greatest extent possible, users of the network will be protected from harassment or unwanted or unsolicited communication. Any network user who receives threatening or unwelcome communications shall immediately bring them to the attention of a teacher or administrator. Network users shall not reveal personal addresses or telephone numbers to other users on the network.

## **Consequences For Inappropriate Use**

The network user shall be responsible for damages to equipment, systems, and software resulting from deliberate or willful acts. Illegal use of the network; intentional deletion or damage to files of data belonging to others; copyrighting violations or theft of services will be reported to the appropriate legal authorities for possible prosecution. General rules for behavior and communications apply when using the Internet, in addition to the stipulations of this policy. Loss of access and other disciplinary actions shall be consequences for inappropriate use. Vandalism will result in cancellation of access privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet or other networks. This includes but is not limited to the uploading or creation of computer viruses.

## **E-Mail Policy**

The following email policy is intended to maintain an ethical and professional work environment and to meet the requirements governing the use of RSD computer resources. All email users are responsible for understanding and observing these and all other applicable policies, regulations and laws in connection with their use of RSD

computer technology resources. Violations of the following policies may result in loss of access to the computer systems, appropriate administrative sanctions including dismissal and/or legal action.

1. Use of email is limited to educational purposes only. Commercial and/or personal use of e-mail is prohibited.
2. You should not assume your email messages are private or that they can be read by only yourself or the recipient. Since the email system is provided by RSD, everything you write is a matter of public record and subject to disclosure. Never send anything that you would not mind seeing on the evening news. Similarly, any correspondence you receive is a public record and subject to disclosure. In the courts, email can be used as evidence.
3. Use of email to harass, intimidate or otherwise annoy another person, such as broadcasting unsolicited messages or sending unwanted email, is expressly prohibited.
4. Never mail or forward chain letters. If you receive a chain letter, delete it.
5. You should not attach pictures, letters or other unnecessary attachments to your email message. The recipient may not be able to view them and they consume large amounts of resources. Large attachments can shut down the recipient's computer and hamper overall operation of the RSD email system.
6. You should not forward personal email involving written or spoken material without the original author's permission.
7. Cite all quotes, references and sources and respect copyright and license agreements.
8. Using a pseudonym or writing anonymous email that appears to disassociate you from responsibility for your actions is always inappropriate. Concealing or misrepresenting your name or affiliation to mask irresponsible or offensive behavior is a serious abuse. Using identifiers of other individuals as your own constitutes fraud.
9. You should not allow anyone else to use your email account. You will be held responsible for any correspondence originating from your account.
10. You should not send a district-wide mailing or a mailing to extremely large groups of people without permission or unless absolutely necessary to conduct district business.
11. All users of the RSD email system should recognize that email use may be limited for reasons related to the capacity or security of the system, or as required for conducting district business.

Electronic mail is provided by the School District to conduct business. All electronic messages created and stored on School District Computers or networks are property of the School District and are not considered private. The School District retains the right to access electronic mail if it has reasonable grounds to do so. The contents of electronic mail will not be accessed or disclosed other than for security purposes or as required by law. The School District reserves the right to review all email communications. Messages may be retrieved by the School District even though the sender and reader have deleted them. Such messages may be used in disciplinary actions.

## Copyright

The illegal use of copyrighted software by students is prohibited. Anything uploaded to or downloaded from the network shall be subject to "fair use" guidelines.

The School District specifically denies any responsibility for the accuracy of information. While the District will make an effort to ensure access to proper materials, the student has the ultimate responsibility for how the Acceptable Use Policy For Technology/Internet is used and bears the risk of reliance on the information obtained.

**I understand and will abide by the provisions and conditions indicated. I understand that any violations of the above terms and conditions may result in disciplinary action and the revocation of my use of information services.**

**Name (printed):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

*\*The user agreement of a student must also have the signature of a parent or guardian who has read and will uphold this agreement.*

*\*\*This agreement applies to both students and employees.*

## Parent or Guardian Cosigner

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 School District to restrict access to all controversial materials, and I will not hold the District responsible for materials acquired by use of the Acceptable Use Policy For Technology/Internet. I also agree to report any misuse of the Acceptable Use Policy For Technology/Internet to a School District administrator. (Misuse may come in many forms but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, or other issues described in the agreement.)

**I accept full responsibility for supervision if, and when, my child's use of the Acceptable Use Policy For Technology/Internet is not in a school setting. I hereby give my permission to have my child use the electronic information services.**

**Name (printed):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature:** \_\_\_\_\_





# Política del Uso Aceptable de Tecnología e Internet

## Propósito

El Distrito Escolar Roosevelt apoya el uso del Internet y otros equipos de red en el programa de instrucción del distrito con el fin de facilitar la enseñanza y aprendizaje por medio del acceso a comunicaciones interpersonales de información, investigación y colaboración. El uso de las instalaciones de redes debe ser consistente con el currículo adoptado por el distrito escolar así como la variedad de necesidades de instrucción, estilos de aprendizaje, habilidades y niveles de desarrollo de los estudiantes.

## Autoridad

La información electrónica disponible para los estudiantes y personal no implica patrocinio de contenido por parte del distrito escolar, así como tampoco el distrito garantiza la fidelidad de la información recibida en el internet. El distrito no se hará responsable de información que pueda perderse, dañarse o no estar disponible al momento de usar la red o de cualquier información que sea obtenida vía Internet. El distrito escolar no será responsable de cualquier tipo de cargos no autorizados o cuotas que sean resultado del acceso al Internet. El distrito se reserva el derecho de llevar un control del uso de la red y monitorear la utilización de expedientes en el espacio del servidor hechos por usuarios del distrito, al mismo tiempo que se respetan los derechos de privacidad los usuarios dentro y fuera del distrito. La mesa directiva establece que el uso del Internet es un privilegio, no un derecho. El uso inapropiado, no autorizado e ilegal resultará en la cancelación de esos privilegios y se tomarán las medidas disciplinarias apropiadas.

## Responsabilidad

El distrito deberá hacer el esfuerzo necesario para asegurar que los estudiantes y personal utilicen este recurso educativo de forma responsable. Los administradores, maestros y personal tienen la responsabilidad profesional de trabajar juntos para ayudar a los estudiantes a desarrollar las habilidades intelectuales necesarias para distinguir entre las fuentes de información para identificar información apropiada para su edad y niveles de desarrollo; así como para evaluar y usar la información de forma correcta para alcanzar sus metas educativas. Los estudiantes y personal tienen la responsabilidad de respetar y proteger el derecho de cada usuario en el distrito y en el Internet. El administrador de las instalaciones deberá tener la autoridad de determinar lo que es el uso inapropiado y su decisión será la última palabra.

## Prohibiciones

Se espera que los estudiantes y personal actúen de forma responsable, ética y legalmente de acuerdo con la política del distrito, las reglas aprobadas sobre el uso de red, leyes federales y estatales. Se prohíben específicamente los siguientes usos: Use of the network to facilitate illegal activity.

1. Uso de la red para facilitar la actividad ilegal.
2. Uso de la red para propósitos comerciales y con fines de lucro.

3. Uso de la red para la publicidad de un producto fin político.
4. Uso de la red para la comunicación de mensajes de odio, discriminación, comunicación ofensiva o difamación.
5. Instalación no autorizada o ilegal, distribución, reproducción o uso de materiales con derecho de autor.
6. Uso de la red para tener acceso a violencia excesiva, obscena o material pornográfico.
7. Uso de lenguaje inapropiado o blasfemia en la red.
8. Uso de la red para transmitir material que puede ser ofensivo o reprochable para los receptores.
9. Uso de la red para obtener o modificar de forma intencional archivos, claves e información que pertenece a otros.
10. Personificar a otro usuario, uso de anonimato y seudónimos.
11. Uso de la red para actividades fraudulentas tales como copiar, comunicaciones o modificación de materiales que violen las leyes de derecho de autor.
12. Subir o uso no autorizado de juegos, programas, archivos u otro tipo de medios de comunicación.
13. Uso de la red para interrumpir el trabajo de otros usuarios.
14. Destrucción, modificación o abuso de la maquinaria o programas de la red.
15. Citar comunicación personal en foros públicos sin la autorización del autor original.
16. Tener acceso a lugares de Chat o conversación y redes sociales sin autorización y supervisión.

## **Seguridad**

El sistema de seguridad está protegido por medio del uso de claves. El no proteger adecuadamente o no actualizar las claves puede resultar en acceso no autorizado de archivos personales y del distrito. Deben seguirse los siguientes lineamientos para proteger la integridad del sistema.

Los empleados y estudiantes no deberán revelar sus claves a otro individuo.

Los usuarios no deben utilizar una computadora que ha sido iniciada bajo la clave de otro usuario (ya sea de otro estudiante, maestro o empleado).

Se puede negar el acceso a la red a cualquier usuario que sea identificado como un riesgo de seguridad o tenga un historial de problemas con otro sistema de computadoras.

Dentro de la medida que se pueda, los usuarios de la red estarán protegidos de acoso o comunicación no solicitada. Cualquier usuario de la red que reciba comunicación no deseada o amenazas, deberá darlo a conocer de forma inmediata al maestro o administrador. Los usuarios de la red no deberán revelar a otro usuario su información personal tal como dirección de casa o número de teléfono.

## Consecuencias Por el Uso Inapropiado

Los usuarios de la red serán responsables por daños al equipo, sistemas, y programas, los cuales sean resultado de actos deliberados y premeditados. El uso ilegal de la red, daños intencionales o el borrar archivos de información que pertenezca a otros, violaciones a los derechos de autor o robo de servicios será reportado a las autoridades legales correspondientes para un posible proceso en juicio. Se seguirán las reglas generales para comportamiento y comunicaciones al momento de usar el internet, así como las estipulaciones de esta política. La pérdida al acceso y otras acciones disciplinarias serán consecuencias de un uso inapropiado. El vandalismo causará la cancelación de los privilegios de acceso. El vandalismo es definido como cualquier intento malicioso de dañar o destruir información de otro usuario, internet o bien otras redes. Esto incluye pero no está limitado a la creación y distribución de virus de computadoras. .

## Política de Correo Electrónico

La siguiente política de correo electrónico tiene el objetivo de mantener un ambiente de trabajo ético y profesional, así como cumplir los requisitos que rigen el uso de los recursos computacionales de RSD. Todos los usuarios del correo electrónico tienen la responsabilidad de entender y seguir estas y todas las políticas, regulaciones y leyes que apliquen en conexión con el uso de los recursos computacionales y tecnológicos de RSD. Las violaciones de las siguientes políticas pueden resultar en la pérdida del acceso a los sistemas computacionales, apropiadas sanciones administrativas incluyendo la suspensión y/o acción legal. Use of email is limited to educational purposes only. Commercial and/or personal use of e-mail is prohibited.

El uso del correo electrónico está limitado a propósitos educativos solamente. El uso comercial y/o personal está prohibido.

No se debe asumir que los mensajes de su correo electrónico son privados o que pueden ser leídos solo por usted o el destinatario. Debido a que el sistema de correo electrónico es proporcionado por RSD, todo lo que usted escribe es considerado información pública y está sujeta a divulgación. Nunca mande algo que le molestaría ver en las noticias vespertinas. De la misma forma, cualquier correspondencia que reciba es información pública y está sujeta a declaración. En un juicio, el correo electrónico puede ser usado como evidencia.

1. El uso del correo electrónico para acosar, intimidar o molestar a otra persona tal como emitir mensajes no solicitados o mandar mensajes no requeridos están específicamente prohibidos.
2. **Nunca** envíe cartas en cadena. Si recibe una carta en cadena, bórrela.
3. No deberá adjuntar fotografías, cartas u otros adjuntos innecesarios a su correo electrónico. El destinatario quizá no pueda verlos y éstos consumen grandes cantidades de recursos. Adjuntos grandes pueden apagar la computadora del destinatario y entorpecer la operación del sistema del correo electrónico de RSD.
4. No deberá enviar correos electrónicos personales que contengan material escrito o hablado sin el consentimiento del autor original.
5. Cite todas sus referencias, citas y fuentes de información. Respete también los derechos de autor y acuerdos de licencia.
6. Siempre será inapropiado utilizar un seudónimo o escribir un correo electrónico anónimamente que aparente desasociarle responsabilidad por sus acciones. Es un serio abuso ocultar o tergiversar su nombre o afiliación para cubrir un comportamiento irresponsable u ofensivo. Usar la identidad de otros individuos como la suya constituye un fraude.

7. No deberá permitir a nadie más que utilice su cuenta de correo electrónico. Usted será responsable por cualquier correspondencia que sea originada desde su cuenta.
8. No deberá, sin autorización, mandar correos electrónicos a todo el distrito o a grupos extremadamente grandes de personas a menos de que sea absolutamente necesario para llevar a cabo asuntos de negocios del distrito.
9. Todos los usuarios del sistema de correo electrónico del distrito deberán entender que el uso del correo electrónico puede estar limitado debido a razones relaciones con la capacidad o seguridad del sistema o como lo requieren las reglas establecidas.

El correo electrónico que provee el Distrito Escolar es para uso en asuntos escolares. Todos los correos electrónicos creados y almacenados en las computadoras del Distrito Escolar o en la red son propiedad del Distrito Escolar y no son considerados privados. El Distrito Escolar tiene el derecho de acceder correos electrónicos si tiene unas bases suficientes. Los contenidos de los correos electrónicos no serán accedidos o mostrados a otros a menos que sea por motivos de seguridad o bien requerido por la ley. El Distrito Escolar se reserva el derecho de revisar todas las comunicaciones por correo electrónico. El Distrito Escolar puede acceder a correos aún cuando el destinatario y emisor los hayan borrado de su cuenta. Estos correos electrónicos pueden ser utilizados para fines de medidas disciplinarias.

## Leyes de Derechos de Autor

El Distrito Escolar niega específicamente cualquier responsabilidad acerca de la exactitud de la información. El Distrito hará un esfuerzo por asegurarse que haya acceso a materiales apropiados; sin embargo, el usuario tiene la responsabilidad de seguir la política de uso aceptable de la tecnología e Internet y el tener acceso a la red será bajo su propio riesgo basándose en la información obtenida.

Entiendo y seguiré las reglas y condiciones indicadas. Entiendo que cualquier violación a los términos arriba mencionados puede resultar en acciones disciplinarias y la revocación de mis derechos de uso acerca de los servicios de información.

**Nombre (letra molde):** \_\_\_\_\_ **Fecha:** \_\_\_\_\_ **Grado:** \_\_\_\_\_

**Firma:** \_\_\_\_\_

**\*El acuerdo de usuario para un estudiante que es menor de edad debe también tener la firma del padre o tutor, quien haya leído y apoye este acuerdo.**

**\*\* Este acuerdo aplica a estudiantes y empleados.**

## Padre de Familia o Tutor Aval

Como padre de familia o tutor del alumno arriba mencionado, he leído este acuerdo y lo entiendo. Entiendo que es imposible para el Distrito Escolar restringir el acceso a todos los materiales controversiales y no haré responsable al Distrito Escolar por los materiales adquiridos por medio de la Política de Uso Aceptable de Tecnología e Internet. También estoy de acuerdo en reportar cualquier uso incorrecto de la Política de Uso Aceptable de Tecnología e Internet al administrador del Distrito Escolar. (El uso incorrecto puede ser de varias formas, estas pueden incluir cualquier mensaje o mensajes que se hayan mandado o recibido que indiquen o sugieran pornografía, solicitud ilegal o poco ética, racismo, sexo, lenguaje inapropiado, entre otros).

Acepto toda la responsabilidad por la supervisión si, y cuando, mi hijo(a) use la Política de Uso Aceptable de Tecnología e Internet fuera del ambiente escolar. Doy mi permiso para que mi hijo(a) utilice los servicios de información electrónica.

**Nombre (letra molde):** \_\_\_\_\_ **Fecha:** \_\_\_\_\_

**Firma:** \_\_\_\_\_

Page left intentionally blank

