

Revised July 2015

SUNNYSIDE UNIFIED SCHOOL DISTRICT
STANDARDS OF INTERVENTION
AND
DISCIPLINE MEASURES



2015-2016 SCHOOL YEAR

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PROMOTING POSITIVE BEHAVIOR

Each school is expected to promote a positive school culture and climate that provides students with a supportive environment in which to grow both socially and academically. Schools are expected to take a proactive role in nurturing students' pro-social behavior by providing them with a range of positive behavioral supports as well as meaningful opportunities for social emotional learning. Establishing a school-wide tiered framework of behavioral supports and interventions guides the entire school community toward following the school's rules and expectations, as well as the delivery of consistent and appropriate consequences, e.g., PBIS (Positive Behavioral Interventions and Supports).

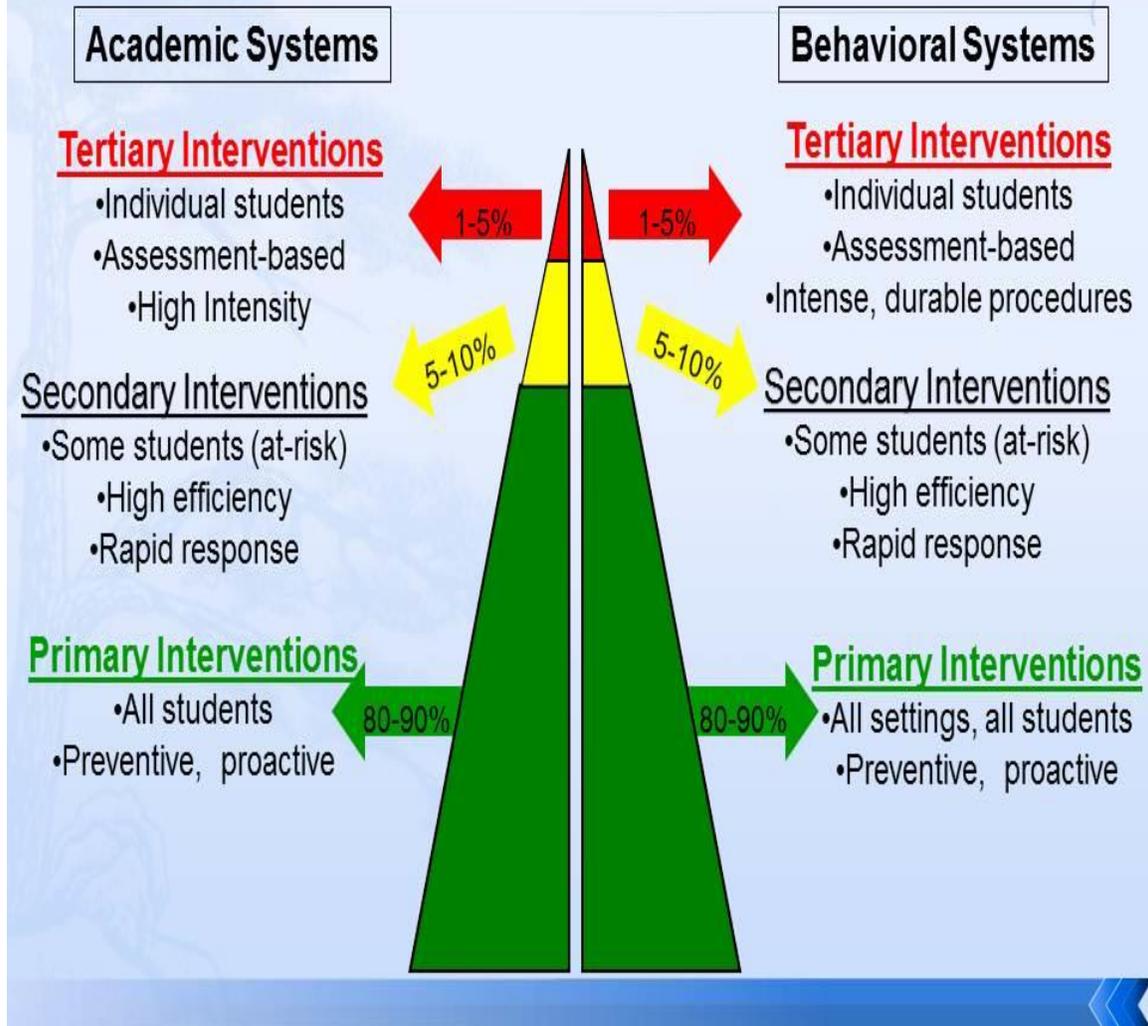
Effective social emotional learning helps students develop fundamental skills for life effectiveness, including: recognizing and managing emotions; developing caring and concern for others; establishing positive relationships; making responsible decisions; and handling challenging situations constructively and ethically. Such skills help prevent negative behaviors and the disciplinary consequences that result when students do not live up to behavioral standards.

School staff members are also responsible for addressing inappropriate student behaviors which disrupt learning. Administrators, teachers, academic/behavioral interventionists and other school staff are expected to engage all students in intervention and prevention strategies that address a student's behavioral issues and discuss these strategies with the student and his/her parent(s).

Intervention and prevention approaches include but are not limited to guidance support and services to address personal and family circumstances; social/emotional learning, such as conflict resolution/peer mediation/negotiation, restorative circles, anger management, stress management, and/or communication skills acquisition; the use of alternate instructional materials and/or methods; enrichment services; alternate class placement; and/or development or review of functional behavioral assessments and behavioral intervention plans which should be developed and/or reviewed as an early intervention strategy.

If, at any time, school officials suspect that a student's difficulties may be the result of a disability which may require special education services, the student should be referred immediately to the Department of Special Education. Through the use of intervention and prevention strategies that engage students and give them a clear sense of purpose, school staff members facilitate students' academic and social-emotional growth and assist them in following school rules and policies.

PBIS School-Wide Systems for Student Success



PARENTS AS PARTNERS AND ATTENDANCE

Students, parents and school personnel all have a role in making schools safe and must cooperate with one another to achieve this goal. School staff should keep parents informed of their child's behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or a written communication. As role models, parents and school staff should exhibit the behaviors which they would like to see students emulate.

To ensure that parents become active and involved partners in promoting a safe and supportive school environment, they must be familiar with the Sunnyside Unified Standards of Intervention and Discipline Measures. Educators are responsible for informing parents about their child's behavior and for nurturing the skills students need to succeed in school and in society. Parents are encouraged to discuss with their child's teacher and other school staff issues that may affect student behavior and strategies that might be effective in working with the student.

It is important that there is maximum consultation and communication between the school and the home. Conferences attended by the principal or his/her designee, an ABI, the student's parent(s) and one or more of the student's teachers are an effective means of encouraging parental input and should be held with students when appropriate. Parents who want to discuss guidance interventions in response to student behavior should contact their child's school.

PARENT NOTIFICATION

School officials are responsible for sharing the information in this document with students, parents, and staff. In the event a student engages in inappropriate behavior, the principal or principal's designee must report the behavior to the student's parent. When a student is believed to have committed a crime, the police must be summoned and the parent must be contacted.

PROGRESSIVE DISCIPLINE

Understanding discipline as a "teachable moment" is fundamental to a positive approach to discipline. Progressive discipline uses incremental interventions to address inappropriate behavior with the ultimate goal of teaching pro-social behavior. Progressive discipline does not seek punishment. Instead, progressive discipline seeks concurrent accountability and behavioral change.

The goal is prevention of a recurrence of negative behavior by helping students learn from their mistakes. Essential to the implementation of progressive discipline is helping students who have engaged in unacceptable behavior to:

- understand why the behavior is unacceptable and the harm it has caused
- understand what they could have done differently in the same situation
- take responsibility for their actions
- be given the opportunity to learn pro-social strategies and skills to use in the future
- understand the progression of more stringent consequences if the behavior reoccurs

Every reasonable effort must be made to correct student behavior through guidance interventions and other school-based resources. Guidance interventions are essential because inappropriate behavior or violations of the Discipline Measures may be symptomatic of more serious problems that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs.

Appropriate disciplinary responses should emphasize prevention and effective intervention, prevent disruption to students' education, and promote the development of a positive school culture.

For students with disabilities whose behavior impedes the student's participation in school, a functional behavioral assessment (FBA) is an essential tool to understand the causes of the student's behavior. A behavioral intervention plan (BIP) after an FBA provides specific approaches to address the student's behavior.

DETERMINING THE DISCIPLINARY RESPONSE

School officials must consult this document (the Standards of Intervention and Discipline Measures) when determining which disciplinary measure to impose. In determining how to best address inappropriate conduct, it is necessary to evaluate the totality of the circumstances surrounding the conduct. The following facts must be considered prior to determining the appropriate disciplinary measures:

- the student's age and maturity;
- the student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct, and the disciplinary and guidance intervention measures applied for each);
- the nature, severity and scope of the behavior;
- the circumstances/context in which the conduct occurred;
- the frequency and duration of the behavior;

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- the number of persons involved in the behavior;
- the student's IEP (Individualized Education Plan), BIP (Behavioral Intervention Plan) and 504 Accommodation Plan, if applicable.

****Interventions are an essential adjunct to disciplinary measures.**

Student Conduct Violations--Overview

The *District Handbook of Guidelines for Student Rights and Responsibilities & Student Code of Conduct* defines specific violations, which constitute a disruption of the safe and orderly educational process. The District Handbook, in accordance with the State of Arizona requirements and Board-adopted policies, provides a guide to the probable disciplinary measures that may be taken in the event of student misbehavior (JK).

Absence of a specific behavior from the list of student conduct violations does not preclude disciplinary action from being taken, nor does it imply limitations to the disciplinary action.

Factors in student discipline

The actual discipline determined for a given violation will be based upon consideration of a variety of factors, which include, but are not limited to, the following elements:

- The age of the student;
- Circumstances associated with the incident;
- The relative severity of the event;
- Whether the student's behavior violated civil or criminal laws;
- The degree to which the incident interferes with the educational process;
- The extent of endangerment to the student, other persons, and property created by the event;
- Special intellectual, psychological, emotional, environmental, and physical characteristics of the student;
- The student's attitude concerning the event; and the expressed intent concerning the student's own future behavior.

Role of school personnel

Teachers, administrators and other site personnel, as well as student services personnel, such as prevention specialists, counselors, social workers, psychologists, etc., play an important role in assisting the student in resolving behavior problems.

Information about serious violations

- Referral to a law enforcement agency (i.e. police or sheriff) shall occur for Level 1 and Level 2 violations.
- All records of previous severe violations will be tracked and monitored throughout the students' school career.
- Schools will inquire about prior Level 1 or Level 2 violations during registration.
- Information from juvenile courts is shared with school districts.

RECOMMENDED INTERVENTIONS

To promote positive behavior schools provide a range of prevention and intervention strategies and support services for students during and/or after school hours throughout the school year.

When used consistently and appropriately, recommended interventions help improve student behavior, lower repeated misbehavior and contribute to a more positive school environment.

Possible Interventions	
<p>Parent Outreach: School staff should keep parents informed of their child’s behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or written communication.</p>	<p>Short-Term Behavioral Progress Reports: Teachers and/or principals may send behavioral progress reports to parents on a regular basis until they feel that the student is in control of his/her behavior and working in the classroom successfully.</p>
<p>Parental Conference: Principals and teachers may request a guidance conference with the student and, where appropriate, with the parent. The purpose of the conference is to review the behavior, find solutions to the problem and address academic, personal and social issues that might have caused or contributed to the behavior.</p>	<p>CHECK-IN/CHECK-OUT: The student meets with teachers to create a visual schedule and behavioral objectives that includes the specific performance of tasks that the student will accomplish to meet those objectives. The coordinator works with students daily and measures the progress of students towards their goals.</p>
<p>Assistance from Academic/Behavior Intervention Staff: Each site will offer the intensive services of an academic/behavioral interventionist to increase student success. A wide range of comprehensive and confidential services and interventions including, but not limited to: assessments, individual, group and family therapy, teacher consultations and educational strategies for parents and staff.</p>	<p>Referral to PBIS team: PBIS Teams are school-based teams that utilize a multidisciplinary approach to encourage student success through prevention and intervention strategies and supports. A case manager is identified for each student referral so that an individualized plan can be created to help students overcome their academic and/or socio-emotional difficulties.</p>
<p>Referral to a Community Based Organization (CBO): Students may be referred to a community-based organization for a wide range of services including after-school programming, individual or group counseling, leadership development, conflict resolution and tutoring.</p>	<p>Referral to Appropriate Substance Abuse Counseling Services: In the case where a student is presenting problems with substance abuse, including the use, possession or distribution of illegal drugs, drug paraphernalia, and/or alcohol, referrals should be made to counseling services that are either inside the school or through an outside community-based organization.</p>
<p>Individual/Group Counseling: Counseling provides students with an outlet to share issues in privacy that may be negatively impacting their attendance, behavior, and/or academic success. Students discuss and formulate goals, and learn</p>	<p>Community Service (with Parental Consent): Students may be provided with community service opportunities so that they gain a greater appreciation of their school neighborhoods and develop skills to become positive social change</p>

<p>problem solving strategies that will enable them to overcome a variety of personal challenges.</p>	<p>agents. Community service can help students occupy their time with positive activities, avoid negative behavior and learn the value of service to others.</p>
<p>Intervention For Success Classroom (IFS): A restorative practices program which allows students returning from suspension or remaining on-campus for interventions to gain access to the academic, behavioral, and social-emotional curriculum necessary to develop appropriate replacement behaviors.</p>	<p>Mentor/Coach: Assignment of a trained school staff member to provide transition support for a student returning from a Superintendent’s Suspension or from a prolonged absence.</p>
<p>Student Assistance Programs (SAP) groups: Student Assistance Programs (SAPs) is a comprehensive school-based program designed to identify issues which prevent students from learning and being successful in school. Student Assistance Programs provide education, prevention, early identification, intervention referral, and support groups for students. Commonly referred to as student support groups, SAPs foster risk reduction and positive asset development within students. SAPs provide a safe place in which students are free to express their feelings and concerns as they develop positive relationships with peers and adults and acquire knowledge, skills and attitude development leading to student success in the school setting.</p>	

RESTORATIVE PRACTICES

A restorative approach can be used as both a prevention and intervention measure. Restorative processes can help schools build relationships and empower community members to take responsibility for the well being of others; prevent or deal with conflict before it escalates; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency; increase the pro-social skills of those who have harmed others; and provide wrong doers with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible.

When used as an intervention measure, taking a restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks four key questions:

- What happened?
- Who was harmed or affected by the behavior?
- What needs to be done to make things right?
- How can people behave differently in the future?

TYPES OF RESTORATIVE APPROACHES

Circle Process: Circles are effective as both a prevention and intervention strategy. Circles may be used as a regular practice in which a group of students (or faculty or students and faculty) participates. A circle can also be used in response to a particular issue that affects the school. The circle process enables a group to build relationships and establish understanding and trust, create a sense of community, learn how to make decisions together, develop agreements for the mutual good, resolve difficult issues, etc.

Collaborative Negotiation: Using the collaborative negotiation process enables an individual to talk through an issue or conflict directly with the person with whom he/she disagrees to arrive at a mutually satisfactory resolution. Training in collaborative negotiation includes learning active listening and other conflict resolution communication skills.

Peer Mediation: An impartial, third party mediator (in a school, a student who has been trained to serve as a peer mediator) facilitates the negotiation process between conflicting parties so they can come to a mutually satisfactory resolution. Mediation recognizes that there is validity to conflicting points of view that disputants bring to the table and helps disputants work out a solution that meets both sets of needs. Disputants must choose to use mediation and must come to the process willingly. Mediation is not used where one individual has been victimized (for example, in cases of harassment or bullying) by another.

Formal Restorative Conference: A conference is facilitated by an individual who has received specific training in bringing together individuals who have acknowledged causing harm with those who have been harmed. Regardless of the circumstances, the mental, physical health, safety, and welfare of the individual who was harmed is of paramount importance when considering this option in a school setting. Both sides may bring supporters to the circle who have also been affected by the incident. The purpose of the conference is for the harm doer and the harmed to understand each other's perspective and come to a mutual agreement which will repair the harm as much as it is able to be repaired.

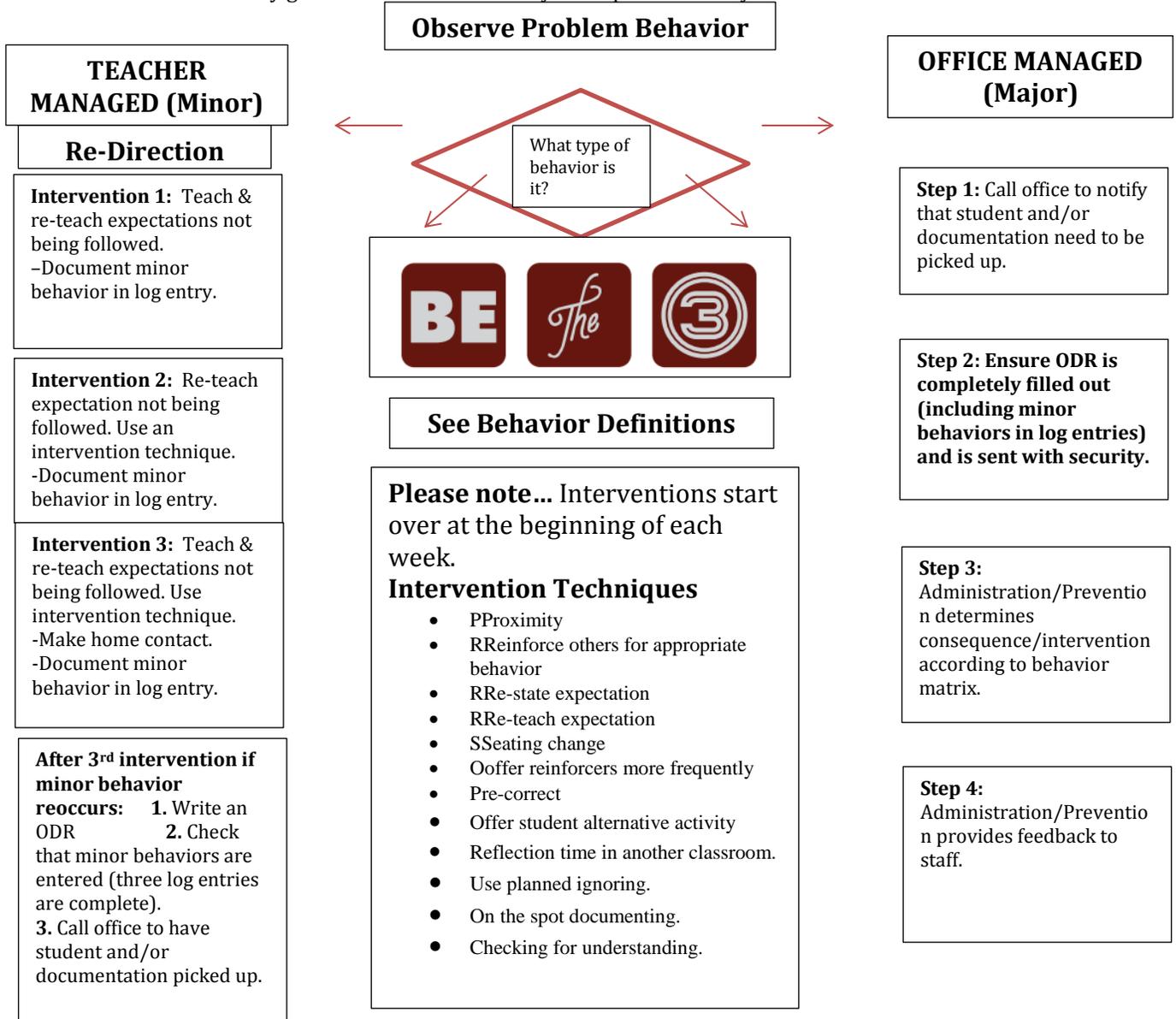
PROGRESSIVE LADDER OF SUPPORT

The ladder of supports and disciplinary consequences below illustrates a progressive response to inappropriate behavior. Student misbehavior must be handled on a case-by-case basis. In all cases, implementation of appropriate interventions and disciplinary responses must take into account a number of factors including the nature and severity of the misconduct. In many cases, the use of primary responses and/or the use of guidance interventions may be most suitable. In other cases, a student’s misconduct may require or be most appropriately addressed by a targeted or significant disciplinary response along with guidance interventions.

GUIDANCE INTERVENTIONS		
Teacher conference	One-on-One Counseling	Activity Reinforcement
Phone call home	Group (thematic) Counseling	Social Stories*
Classroom Observations	Restorative Circles	Mentoring Program
ABC analysis	Community Service Projects	Cross-Age Tutoring
Time Sampling	Tutoring	Athletics Involvement
Check-in/Check-Out	Social-Emotional Learning Lessons	Native American Studies Support
ABI assistance	Alternative Schedules	Functional Behavioral Assessment (FBA) & Behavioral Intervention Planning (BIP)

Intervention Procedure Flow Chart

*Flow chart varies by grade level. Flow chart may be requested from your child's school site.



COMPARISON OF DEFINITIONS MINOR VERSUS MAJOR

EXPECTATION VIOLATED	CLASSROOM MANAGED (MINOR)		OFFICE MANAGED (MAJOR)	
	Behavior	Definition	Behavior	Definition
Not Respectful	Inappropriate verbal language	Low intensity of inappropriate name calling, language, teasing.	Abusive language/ Bullying/ Threatening	Verbal swearing, name calling, bullying language toward an adult. Profane messages to another person.
Not Respectful	Noncompliance/ Defiance/Disrespect	Failure to respond to adult request, refusal to follow directions, talking back and/or socially rude interactions.	Threat or intimidation	Hostile or flagrant challenge of school staff member in a threatening way.
Not Responsible	Disruption	Low intensity, but inappropriate disruption, noise with materials; horseplay or roughhousing.	Disorderly Conduct	Fighting or physical aggression. Use of profanity with the intent to provoke a fight.
Not Responsible	Property Misuse	Low-intensity misuse of property.	Property Damage	Student deliberately impairs the usefulness of school property.
Not Reliable	Physical Contact	Non-serious, but inappropriate physical contact, scuffling.	Fighting/ Physical Aggression	Actions involving serious physical contact where injury occurs. (Punching, hitting with object, hair pulling).

*****Level 1 and 2 violations must be reported immediately to administration or prevention office for assistance.**

Student and Parent Rights



Teamwork

The Sunnyside Unified School District supports the idea that student success depends on the teamwork among the students, the parents, and the school staff. The following section provides a general list of the rights and responsibilities of students and parents. This list is not to be construed as all-inclusive.

Students have a right to (JI):

- A meaningful education that will be of value to them for the rest of their lives;
- A meaningful curriculum and the right to voice their opinions, through representatives of the student government, in the development of such a curriculum.
- Physical safety, safe and orderly schools and buildings, and sanitary facilities.
- Be treated with respect and dignity.
- Due process
- Receive fair discipline without discrimination or unreasonable or excessive punishment
- Privacy.
- Consultation with teachers, counselors, administrators, and anyone else connected with the school if they so desire, without fear of reprisal.
- Be involved in school activities, provided they meet the reasonable qualifications of sponsoring organizations, state organizations, and school regulations.

Parents and Guardians have a right to (IKA, JI):

- Receive official school reports regarding the student's academic progress, attendance, and behavior.
- Request and be granted conferences with teachers, counselors, and/or the school administrator.
- Receive communication about student's grades and disciplinary procedures.
- Read school records pertaining to their student.

Student Responsibilities



Expectations for ALL students: Respectful and responsible behavior is expected from every student in every school campus. An important variable is accepting responsibility for one's actions. This includes accepting the consequences for violating district, school, and/or classroom guidelines.

Governing Board policies describe regulations regarding the conduct of students in school, traveling to and from school, at school functions, or affecting the school order. Guidelines will be enforced in all the following:

- During regular school hours
- While being transported in any school mode of transportation, including a school bus or other official school district vehicle;
- During school-sponsored events;
- During field trips;
- During athletic functions;
- While going to and from school;
- During any other school-sponsored activities.

Students are expected to comply with all rules and regulations adopted by The Governing Board, and to obey any order given by a member of the faculty or staff relating to school activities" (JIC, J-2300). Students, including students with disabilities, will be disciplined in accordance with Governing Board policies, as well as state and federal mandates.

Students have the responsibility -

- A. Not to interfere with the rights of others to study and learn.**
 - Parents send their children to school for an education. An individual may decide not to take advantage of that opportunity. However, no one has the right to interfere with the education of others.
- B. To attend school daily unless sick or legally excused.**
 - In Arizona, a student is required by law to attend school between the ages of 6-16. Schools cannot educate students who do not attend class. Regular school attendance provides students with the opportunity to have a successful school experience that culminates in high school graduation.
- C. To be on time for all classes.**

- Students who enter a classroom after a lesson has begun are interfering with the rights of others to learn. Tardiness creates lost opportunities for learning.
- D. To comply with school rules.**
- Rules are designed to allow the school to meet its obligation of providing a safe and orderly environment for students.
- E. To leave unnecessary items at home.**
- Items which detract or distract from the learning environment are not allowed in the instructional setting, unless specifically authorized in writing by a teacher or an administrator. Such items include but are not limited to: cell phones, pagers, toys, electronic games or devices, such as iPods, etc.
- F. To cooperate with the school**
- Every student needs to play a part in upholding the rules of the district, the school, and the classroom.
- G. To complete all in-class and homework assignments and meet deadlines.**
- It is the student's responsibility to complete assignments, including assigned homework.
- H. To respect public property and carefully use and return all materials and equipment.**
- Students are expected to respect all district, school, and classroom property, materials, and equipment.
- I. To come to class with necessary books and materials.**
- Students are expected to come to class prepared to begin work.
 - Lack of preparation interferes with the rights of others to learn and study.
- J. To see that school correspondence to parents reaches home.**
- When students are asked to be the messengers of reports of correspondence to the home, they are expected to ensure these reach the parents or guardians.
- K. To take direction from responsible adults**
- Students are expected to follow the direction of teachers and other school personnel. This includes bus drivers and other support staff.

L. To maintain academic standards

- In grades 6-12, students must maintain a 2.0 grade point average and no “F’s” to participate in extracurricular and co-curricular activities.

STUDENT DRESS (JICA)



The purpose of student dress code is to encourage students to “dress for success” and to come to school properly prepared for participating in the educational process. The general guide to acceptable school dress is neatness, cleanliness, and appropriateness.

The District encourages students to take pride in their attire as it relates to the school setting. Students should dress in a manner that, in addition to the following guidelines, takes into consideration the educational environment, safety, health, and welfare of self and others.

Obscene language or symbols, drug and/or alcohol symbols, or satanic symbols on clothing are expressly prohibited.

Any student wearing or carrying gang, satanic, drug, or alcohol paraphernalia or symbols, or making gestures that symbolize gang membership, shall be referred to the principal or designee. The student’s parent/guardian shall be contacted, and the student shall be sent home to change clothes if necessary. Gang-related clothing may vary from school to school, and may change from year to year. Consequently, prior to disallowing the wearing or display of the aforementioned clothing, the procedures above will be utilized. This policy represents the minimum standard for the district. Individual schools may adopt additional guidelines.

Each school site may develop its own guidelines for dress. General dress requirements are as follows:

- Only shorts and skirts that are appropriate in length may be worn
- Bare midriffs, halter tops, and spaghetti straps are not acceptable
- Bare feet are never acceptable. For safety reasons, shoes must be worn at all times. Closed shoes are to be worn for any type of physical activity, such as physical education, etc.
- Jewelry shall not be worn if it presents a safety hazard to self and/or others.

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- Profane or defamatory writing on clothing or jewelry is not acceptable.
- No bandanas of any color, size, or shape may be carried or displayed in any classroom or at any school activity. This also includes simulations of anything representing “colors.”
- No hats may be worn during school hours, except for properly approved occupational safety headgear required for special classes, or unless specifically authorized by the administration.
- Gang-related personalization is not permitted on any items of clothing or on one’s person.
- Obscene language or symbols, symbols of drugs, sex, or alcohol on clothing are expressly prohibited.

Uniforms:

Many schools require students to wear uniforms. Students shall comply with the uniform dress code of the school. The guidelines above and the additional guidelines below also apply in schools where uniforms are required:

- Baggy or oversize clothing is not acceptable. Clothing may not be worn more than one (1) size larger than the student’s size. No dickey belts are allowed. Belts may not extend more than four (4) inches beyond the buckle.
- No bare-midriff tops are permitted.

Exceptions for special activities or health considerations may be pre-approved by the administrator.

Students who volunteer for extracurricular activities, such as athletics, band, chorus, etc., are subject to the standards of dress as defined by the sponsors of such activities.

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STUDENT ATTENDANCE (JE)



Parent/guardian responsibility for school attendance. The parent or guardian is charged by law with the responsibility for the student's consistent school attendance. The District places emphasis on the prevention and correction of the causes of absenteeism.

Regular school attendance of a child of school age, that is six (6) to sixteen (16) years, is required by state law. Attendance is primarily the responsibility of the parents and/or guardian.

Attendance in class is an important part of the academic process.

An absence is an absence, whether excused or unexcused, and may result in hindering the student's academic progress and/or grades if not addressed immediately.

The district has established attendance policies and regulations to ensure that the student misses as little school as possible.

A. Missed Work due to an Absence

- Students are expected to make up their work for excused and/or unexcused absences in a timely manner. Missed work must be made up as prescribed by the teacher.

B. When Absent from School

- State law mandates that the school record the reasons for all student absences. When the student is absent, it will be necessary for the parent/guardian to call the school's attendance clerk on or before the day of the absence in order to advise the school as to the reason for the absence.
- A student's absence from class is determined as excused or unexcused after the school learns the reason for the absence and categorizes the absence, based on the district definition for excused and unexcused absence.

All schools will ask for cooperation from parents in the matter of school attendance and punctuality, particularly in regard to the following:

- The scheduling of medical and dental appointments after school hours, except in cases of emergency.
- The scheduling of family vacations during school vacation and recess periods.

The school may require an appointment card or a letter from a hospital or clinic when the parent has not notified the school of an appointment of a medical or dental nature.

C. Excused Absences

A student who is absent from school, but is excused, shall be considered in active status in the school's membership and will not be withdrawn. The following constitute excused absences if verified by the parent/guardian or a school administrator:

- Personal illness
- Verified doctor's appointment or dentist's appointment that cannot be made after school hours
- Chronic illness: intermittent periods of consecutive absences due to illness or accidents
- Death in family
- Religious holidays
- Prior parent/guardian request with approval of the principal
- School-related absence with administrative approval

D. Unexcused Absences

- Unexcused absences from class constitute not sitting in the class and failure to provide an approved excuse to the school. Schools will have a plan for dealing with student absenteeism.
- A student who is absent from school without an approved reason or who has not contacted the school for approval, will be considered unexcused each consecutive day. On the tenth (10th) consecutive day of unexcused absence, the student will be withdrawn from the school's membership.
- A student who is placed on out-of-school suspension shall be considered unexcused. On the tenth (10th) consecutive day of such absence, the student shall be withdrawn from the school's membership. More specifically, unexcused absences are the following:
 - Leaving school without signing out through the attendance office.
 - Unauthorized absence from a class (ditching).
 - Missing the bus, unless the District's transportation is the issue.

Release of Students during the School Day

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An authorized person or agency requesting release of a student during the school day must make arrangements with the school administrator before contacting the student. Parents/guardians must be notified if the reason is not school-related.

TRUANCY (JHB)

Regulation for school attendance

A child between the ages of six (6) and sixteen (16) failing to attend school during the hours school is in session is truant, unless excused according to district and state regulations and guidelines.

Definition of Truancy

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

Habitual truancy and consequences for students and parents

Unexcused absence for at least five (5) school days within a school year constitutes habitual truancy. The District has established procedures to identify and deal with unexcused absences, beginning with notification of parents. **NOTE: Continued violation may lead to discipline of the child and/or citation of the parent by the Truancy Officer for the District and/or referral of the parent to a court of competent jurisdiction.**

TARDINESS



Monitoring number of tardies:

Each school and classroom will monitor the number of individual students' tardiness to class. A school-wide program will be implemented to deal with tardiness.

Technology



Technology Overview

The Sunnyside Unified School District is committed to being a tech-savvy district, where technology is transforming teaching and learning. The goal is graduation and college readiness for all students. The Sunnyside Unified School District in Tucson, Arizona is becoming a national model for transforming teaching and learning using technology. Recognizing that technology literacy is as necessary a skill as reading for students committed to succeeding in the 21st century, Sunnyside is creating classrooms of the future and is working to expand access to the Internet throughout the community.

The District views the use of electronic resources as central to the delivery of its educational program, and as such maintains the expectation that all students will use electronic resources as an essential part of their learning experiences. It is the policy of the Sunnyside Unified School District to maintain an environment that promotes ethical and responsible conduct in all electronic resource activities by students, parents and staff

Technology Policies and Guidelines

- Sunnyside School District has several Governing Board policies pertaining to the use of technology resources. The following policies describe in a comprehensive manner the appropriate and inappropriate use of the Internet, including student, parent and employee electronic resource use.
- Policies IJNDB and EGAEA include information on the following:
 - Acceptable and unacceptable use of electronic resources
 - Consequences for violation of policies and regulations (See also the Matrix for Student Conduct Violations)
 - Definition of inappropriate content for students
 - Definition of Internet activities and use of the Internet instruction
 - Internet filtering and blocking definitions
 - Personal use of district electronic resources
 - Email as a public record
- Students, parents and employees are expected to sign agreements related to the appropriate use of technological and electronic resources.
- Electronic Mail (EGAEA)
- Use of Electronic Resources (IJNDB)

DISCIPLINE PROCEDURES

In-School Disciplinary Actions: In-school Disciplinary Actions include detention, exclusion from extracurricular activities or communal lunchtime. These consequences must not take place during class time, cannot result in student missing instruction, and are in accordance with the Wellness Policy.	
Removal From A Classroom by a Teacher: A student who engages in behavior which is substantially disruptive of the education process or substantially interferes with a teacher's authority over the classroom may be removed from the classroom by the teacher for 1-4 days.	Removed students will be sent to a location within the school where they will be provided with continued educational services including classwork and homework. After a student is removed from any classroom by any teacher three (3) times during a semester or two (2) times during a trimester, a principal's suspension must be sought if the student engages in subsequent misbehavior that would otherwise result in a removal by a teacher.
Principal's Suspension: A principal has the authority to suspend a student for 1-9 days when a student's behavior presents a clear and present danger of physical injury to the student, other students or school personnel, or prevents the orderly operation of classes or other school activities.	Suspended students must be provided with alternate instruction including homework and classwork.